



# DRAKE UNIVERSITY:

## 2008 SELF-STUDY REPORT

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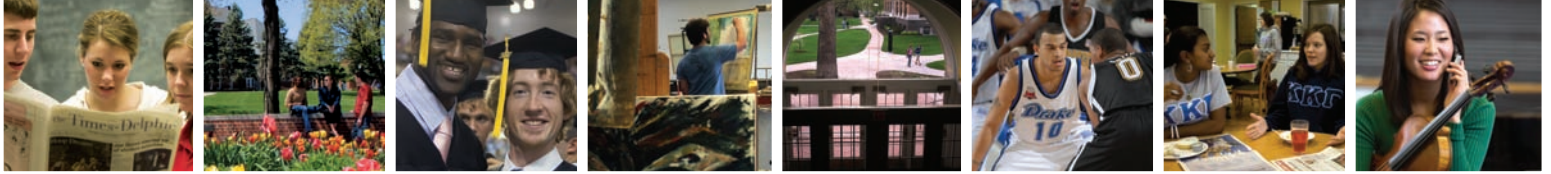
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# SELF-STUDY: INTRODUCTION



## **INTRO.1: DRAKE UNIVERSITY HISTORY**

### **INTRO.1A: THE EARLY YEARS**

Drake University was established in 1881 when the Iowa Disciples of Christ moved Oskaloosa College, the first Christian college founded in Iowa, to Des Moines. The move was made possible by a \$20,000 pledge from Gen. Francis Marion Drake of Centerville, Iowa. In gratitude, the University's trustees named their institution after Drake, a Civil War general, former Iowa governor, banker, railroad builder and attorney.

George T. Carpenter moved with Oskaloosa College to become Drake University's first president and was determined to make Drake a real university. He quickly brought the Iowa College of Law, followed by the Iowa Eclectic Medical College, into the University. Thus, by the end of the first year, Drake was comprised of the colleges of Literature and Art, Law, and Medicine.

Drake University's founders dreamed of a broad-based and liberally nonsectarian institution. They established early the principles of equality and opportunity on which the University would operate, when they issued the following statement:

*This University has been designed upon a broad, liberal and modern basis. The articles of incorporation provide that all its departments shall be open to all without distinction of sex, religion or race. In its management and influence, it will aim at being Christian, without being sectarian.*

While corporate affiliation with the Disciples eventually was terminated, the University continues to be guided by this statement of nondiscrimination and the progressive vision of its founders.

In 1888, the University organized with the College of Letters and Science, Medical College, and College of Law, School of Music, School of Commerce, the Bible College, College of Pharmacy, and the Callanan College Normal School. Drake's early collegiate structure has endured with surprising stability. Graduate studies first were offered at the University in 1883, and Drake's graduate and professional programs remain a vital part of the University's educational offerings.

**DRAKE UNIVERSITY'S  
FOUNDERS DREAMED  
OF A BROAD-BASED  
AND LIBERALLY  
NONSECTARIAN  
INSTITUTION.**

The Drake campus developed physically as programs expanded. For the first decade Old Main and Science Hall fulfilled the needs of the University. Between 1903 and 1907 five new buildings were built to house academic programs and a library. Drake's campus now has 59 buildings, many designed by distinguished architects such as Eliel and Eero Saarinen; Ludwig Mies van der Rohe; Harry Weese and Associates; and Brooks, Borg and Skiles.

#### INTRO.1B: CHALLENGES OF THE 1980s AND 1990s

To understand the focus and the progress made during the last decade, some review of the preceding decade and a half is helpful. During the early 1980s, Drake University — as reflected in an editorial cartoon published in *The Des Moines Register* depicting Old Main shrouded in fog — was perceived as lacking focus. Following a period of growth, enrollments declined during the 1980s, and very few new faculty members were hired. As financial challenges increased, estate gifts were used to balance the budget. A Transitional Services Program was established that brought non-admitted, academically marginal students to campus on a trial basis. This program had a negative effect on the University's reputation, reducing its appeal to high performing students.

In the summer of 1985, when Michael Ferrari became Drake's 10th president, strategic planning was under way. Under his leadership, the National Commission on the Future of Drake University with 330 members from across the nation critically examined Drake's programs and aspirations. The task force brought 250 recommendations to Drake's Board of Governors in June 1988. That report served as a framework for future planning and as the cornerstone for the Campaign for Drake, a \$115 million national fundraising program announced in October 1989. At its conclusion in May 1993 \$130 million had been raised.

Difficult decisions were made during these years as well. Soon after his arrival, President Ferrari announced that Drake would move from Division I football to the new IAA non-scholarship division. Several academic programs and administrative offices were eliminated, and the Transitional Services Program was disbanded.

The period from 1988 through 1992 was prosperous. As a result of the successful campaign, several new buildings, including the Knapp Center athletics arena, Opperman Law Library, and Pharmacy and Science Hall were built. Several buildings were renovated, including Old Main Auditorium, which was rededicated as Everett A. Sheslow Auditorium in January 1993. During this period Drake experienced an enrollment spike. Many new faculty and staff members were hired and salaries and other benefits increased.

The 1990s at Drake also were marked by positive academic developments. As Drake continued to attract students with strong academic credentials, its academic programs became stronger, offering consistently good academic experiences. The University also began work on curricular initiatives, such as the first-year experience, and added new majors. The first University-wide undergraduate general education program was adopted in 1996–97. And despite financial difficulties, due to publicity from the Campaign for Drake, the public perceived Drake as a “rich” university.

Although *National Commission II — Toward the 21st Century*, established in 1993, brought forth recommendations including a priority for another fundraising campaign, strategic planning was not at the center of decision-making during these years. From 1993



through 1998, the University faced escalating challenges. Enrollments declined, salaries eroded and deferred maintenance increased. Expenses consistently exceeded revenues, and midyear budget cuts became the norm.

## **INTRO.2. DRAKE UNIVERSITY 1998 – 2007: CHANGES SINCE THE LAST ACCREDITATION REVIEW**

The years since the 1998 North Central accreditation visit have been transformative for Drake University. Leadership transitions and moves to mission-driven planning, fiscally sound policies and procedures, facilities improvement, and clear identity development mark the decade.

### **INTRO.2A: TRANSITION IN DRAKE LEADERSHIP AND STRUCTURE**

President Michael Ferrari left Drake in spring 1998 to become chancellor of *Texas Christian University*. Former Iowa Governor and at that time chair of Drake's Board of Governors, Robert Ray served as University President during the transitional 1998–99 academic year. David Maxwell became Drake's 12th president in May 1999, a time of transition among other Drake senior administrative positions. At the time of the 1998 NCA visit, Drake University had three divisions led by vice presidents: academics, business and finance, and institutional advancement. Today there are four divisions and leadership in all areas except business and finance has changed.

In summer 1998, Vice President of Institutional Advancement Jack Ohle left Drake to become president of Wartburg College, and in January 1999, Provost and Executive Vice President R. Barbara Gitenstein left to become president of The College of New Jersey. Thus, President Maxwell was in a position to appoint individuals to two of three vice presidential positions.

In June of 2000 Ronald Troyer, then dean of the College of Arts and Sciences, became the new Provost of the University. In July 2000 Angela Voos became Vice President of Institutional Advancement. These two newly appointed vice presidents joined Victoria Payseur, who had come to Drake University as Vice President of Business and Finance in the fall of 1997. Since that time, leadership of the Academic and Business and Finance divisions has been stable.

In fall 2004, Admission and Financial Aid became a vice presidential level division. Tom Willoughby, who for many years had been dean of Admission, then dean of Admission and Financial Aid, was appointed Vice President and joined the President's Cabinet. He continued in that position until summer 2004 when he became Vice Chancellor for Enrollment Management at the University of Denver. In fall 2005, Thomas Delahunt became Vice President of the now renamed Office of Admission and Student Financial Planning.

Institutional Advancement has weathered many changes since 1998. Angela Voos left her post in November 2001, and interim directors administered the division, assisted by consultants until September 2003. John Willey became vice president at that time and served until his resignation in August of 2006. After some analysis, in December 2006, President Maxwell reorganized the division. Marketing and Communications became an

**THE YEARS SINCE  
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independent unit whose director reports to the president. John Smith, previously Director of Development, was appointed Vice President of the new division of Alumni and Development.

## INTRO.2B: MISSION-DRIVEN PLANNING AND DEVELOPMENT

With this new administrative team in place by fall 2000, Drake University moved into an era of mission-driven planning and development. While strategic planning had been ongoing at Drake University for many years, activities in 1999 — 2000 established a distinct culture of planning and assessment that has been significant in defining Drake's current status and its future. The University has become more focused on the necessity of comprehensive planning that ensures effective preparation for a future whose dimensions cannot be fully identified.

### INTRO.2B.1: 2000 PROGRAM REVIEW

In January 2000 President David Maxwell initiated an intensive program review that has resulted in significant institutional transformation. Robert Dickeson, author of *Prioritizing Academic Programs and Services*,<sup>1</sup> served as a consultant and launched the review with presentations to Faculty Senate members and administrators. This was followed immediately by appointment of two steering committees (academic and nonacademic) charged to develop within six weeks procedures and criteria for review of all Drake University academic and administrative programs.

*Program Review 2000* was undertaken with the goals of assuring that every program offered at the University responded to the needs of our students, was closely tied to our mission, and used resources productively and efficiently. The *Program Review: Report of the President* (p.2) further clarified that Program Review 2000 “is intended to position Drake University to address the challenges of the 21st century — not simply to *meet* those challenges but to *manage* them and to *turn them into opportunities*.”

That review, described more fully in Criterion 2A, led to a number of recommendations: budget reallocations, program elimination, program development, restructuring of University programs and offices, and to Drake University *Strategic Plan 2001-2006*.

### INTRO.2B.2: A NEW MISSION STATEMENT

Since 2002 the University has intensively engaged in activities to ensure that all University constituencies are planning effectively to maintain Drake's exceptional learning environment. In 2002, the Board of Trustees and the Faculty Senate approved a new mission statement:

*Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The Drake experience is distinguished by collaborative learning among students, faculty, and staff and by the integration of the liberal arts and sciences with professional preparation.*

Since then the mission statement has become pervasive in all aspects of campus culture; along with the Strategic Plan, it has been the reference point for all planning and decision-making. In order to make the mission more accessible and meaningful, a [Mission Explication](#) that clarifies the implications of the mission for Drake and for our graduates was developed in 2004.

### INTRO.2B.3: STRATEGIC PLANNING

Drake's [Strategic Plan 2001–2006](#) and [Strategic Plan 2003–2008](#) have guided the University effectively toward becoming a mission-driven institution that carefully assesses possibilities and plans accordingly. Drake University has become future-oriented, embracing strategic change. Using the best information available, the University makes decisions consistent with its mission. Strategic plans are in place for all University units, and a new *Campus Master Plan* has been developed and regularly updated. Long-term budgeting tied to the University mission and strategic plan has resulted in fiscal stability and positions Drake to face the future as a flexible institution.

Drake University planning involves all University constituents. Summer retreats bring together faculty, staff, students and trustees to discuss strategic issues. A regular three-year planning cycle, focused through [Drake University: Vision 2025](#) and [Drake University 2012](#), is based on unit-level environmental scanning scans and white papers.

Individually and collectively, the Drake University administrative staff has assumed responsibility for maintaining awareness of issues, trends and initiatives that might impact higher education generally and Drake University specifically. Information relevant to University planning and the mission is shared through communication methods such as messages from the president, weekly announcements from the provost, and publications such as *On Campus* and the University magazine, *Drake Blue*.

Because Drake University is preparing students to live and work in a diverse and technologically sophisticated world, diversity is central to Drake's strategic plan and its educational activities. The University has implemented new admission and recruitment procedures to attract more transfer students and students from underrepresented groups, developed international partnerships, expanded curricular offerings to address international and multicultural issues, and scheduled events and speakers on campus who bring diverse perspectives. The University has also significantly upgraded campus technology and access to educational technology, providing students, faculty and staff with the tools necessary to function in a technologically sophisticated world.

**DRAKE UNIVERSITY  
HAS BECOME FUTURE-  
ORIENTED, EMBRACING  
STRATEGIC CHANGE.**

### INTRO.2C: FISCAL RESPONSIBILITY AND FINANCIAL STABILITY

Drake's strategic planning has been accompanied by strategic and fiscally responsible budgeting. Conservative budgets, measurable financial objectives and strategic spending have guided Drake to financial health, while the University also has achieved many strategic goals.

#### INTRO.2C.1: FISCAL HEALTH

While budget plans for FY01 through FY04 were for deficit spending, in each of these years Drake performed better than budgeted. FY04 was the final year of deficit budgets. Since 1998, Drake's endowment has increased from approximately \$86 million to more than \$153 million. In 2007, Drake finished its third year of a balanced operating budget with an overall operations surplus of \$2.7 million. This has occurred while also achieving the strategic goal of maintaining affordable tuition.

**INTRO.2C.2: STRATEGIC OBJECTIVES: COMPENSATION AND FACILITIES IMPROVEMENT**

These financial objectives have been achieved while the University moved ahead on other strategic objectives, including improving faculty and staff compensation and upgrading facilities. The compensation initiative has involved systematic benchmarking of faculty and staff salaries against appropriate peer groups or industry standards. Since FY04, approximately \$9 million has been allocated for salary improvement. (See Criterion 2B for further information.)

Drake's physical plant has significantly improved in recent years. Since 2001, more than \$65 million has been invested in facilities, including \$11 million funded from energy savings for the heating and cooling infrastructure. Thirty-one classrooms have been upgraded, a wireless network has been installed across campus and classroom technology is being standardized. The Drake Stadium was reconstructed, the first floor of Olin Hall science building has been totally renovated and many other science labs have been upgraded. By summer 2008, all campus residence halls will have been renovated within the past five years and Drake West Village, a partnership project that will provide housing and retail space, will be completed. In 2005, a new 20-year Campus Master Plan was completed that now guides facilities development.

**INTRO.2D: IDENTITY AND QUALITY**

Perhaps most important, during the past 10 years Drake University has developed a clear identity. The participatory development of a new mission statement, *Mission Explication*, and strategic plans have brought about a shared understanding of Drake's current status, its goals and the recognition that both are dependent on an exceptional learning environment.

While the remainder of this self-study report will support the fact that we are a mission-driven institution that has achieved an exceptional learning environment, some note of public recognition can be made here. The University's exceptional learning environment and academic rigor are regularly acknowledged. *U.S. News & World Report* consistently ranks Drake among the top Midwest master's institutions and as first or second in the Midwest for academic reputation. Drake has been named a "Best Midwestern College" by *Princeton Review* and is listed as one of the top 50 private universities in the country by *Kiplinger's Personal Finance* magazine. Drake student responses to the National Survey of Student Engagement (NSSE) consistently rank Drake as high on academic challenge. Drake University student-athletes regularly perform at a level that earns Drake recognition by the Missouri Valley Conference. Drake was the MVC Academic Champion in 06–07).

Drake University has planned strategically to make its high quality education affordable. Success at achieving this goal is affirmed by Drake's placement as fifth on *U.S. News & World Report's* list of "Great Schools, Great Prices" and by inclusion in *Peterson's Guide to Competitive Colleges*. Additionally, *Barron's 300 Best Buys in College Education* rates Drake as one of today's best values in higher education.

**INTRO 3: DRAKE UNIVERSITY 2008 AT A GLANCE**

Drake University is a private, coeducational institution, classified by Carnegie as "Master's—Large." The University offers more than 70 undergraduate majors, two first-professional

**DRAKE UNIVERSITY HAS  
PLANNED STRATEGICALLY  
TO MAKE ITS HIGH  
QUALITY EDUCATION  
AFFORDABLE.**

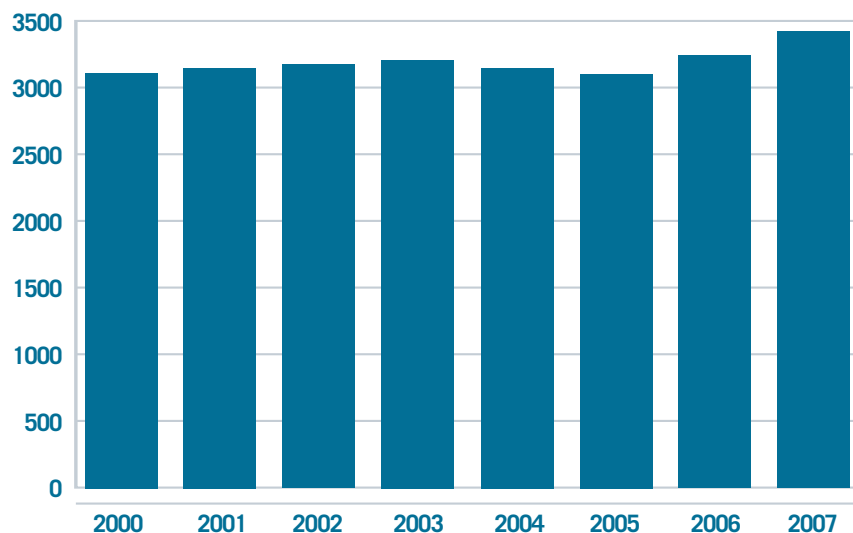
degrees (Juris Doctor and Pharmacy Doctorate), and thirteen 13 graduate programs (master's, specialist, doctorate) in its six colleges and schools: College of Arts and Sciences, including Fine Arts; College of Business and Public Administration; School of Education; School of Journalism and Mass Communication; Law School; and College of Pharmacy and Health Sciences. The University is residential with 95% of first-years students and 61% of all undergraduates living on campus.

In combination with information from the [Drake Databook](#), the following provides a snapshot of Drake University in 2007–08:

*Drake University has attempted to maintain a stable, slow growth in undergraduate enrollment. (See enrollment summary for 2000–2007)*

- From 2003 through 2006, the [number of students coming to Drake directly from high school](#) fluctuated from just fewer than to just more than 800. Fall 2007 brought an enrollment spike with a class of 924 new students. The reason for this increased enrollment of admitted students has been extensively analyzed, and admission procedures have been adjusted for fall 2008. Our ideal target for entering first-year students is 830.

**Figure Intro.1: Total Undergraduate Enrollment**



Overall, the undergraduate enrollment (including pre-pharmacy) has increased from 3,196 in fall 2003 to 3,441 in fall 2007.

**Table Intro.1 Enrollment Fall 2007**

<b>Total Enrollment</b>	<b>5,617</b>
Full-Time	4,143
Part-Time	1,474
<hr/>	
Undergraduate	3,441
Graduate	1,269
First-Professional	907

- The number of transfer students has grown slowly and steadily, and Drake has explored strategies for continuing a slow growth.
- Drake's Student/Faculty ratio is 14:1 for undergraduates and 15:1 overall.

***Retention rates are high.***

- From 2000, retention of first-year students has increased from 81% to a range of 86% to 88%. The fall 2007 first-year retention rate was 86.3%.
- Overall retention of students beyond the entering first-year group has remained stable at around 90%.

***First-Professional programs have varied enrollment.***

- The Pharmacy Doctorate enrollment in the professional years (years three through six) increased from 449 in 2003 to close to 500 in fall 2005 and fall 2006. Planned reduction in students admitted to the program, due to accreditation requirements, is reflected in the drop to 474 students in fall 2007. Efforts are being made to reduce and stabilize the number of students entering the pre-pharmacy program at 150.
- Law School enrollment, after an increase from 444 in 2003 to 471 in 2005, has dropped in the past two years to about 430. Optimal enrollment is approximately 450.

***Graduate Programs are experiencing some planned growth.***

- Graduate programs in Education, Business and Public Administration and Journalism and Mass Communication are primarily part-time and serve the local communities.
- Fall official enrollment figures show slight, steady graduate enrollment increases from 1075 in 2003 to 1,269 in 2007. Graduate enrollment in Education occurs throughout the semester, resulting in almost 1,600 total graduate students enrolled by the end of the semester during each of the past two years.

*The high academic profile of Drake entering first-year students has been maintained.*

- Approximately 70% graduate in the top quarter of their class, with more than 90% in the top half.
- The high school GPA of entering students is stable at around 3.6.
- The average ACT score remains at 26.

*Diversity of Drake students continues to be a challenge.*

- From 2003–07, the Drake student body has remained approximately 60% female.
- From 2004–07, the percentage of students self-identifying as other than white increased from 13.4% to 15.8%.
- From 2004–07, the number of international students at Drake increased from 215 to 311, representing an increase from approximately 4% to 5.5% of the student body.
- Approximately 10% of all Drake students and 11% of Drake undergraduates are from minority groups (excluding international students). In fall 2007, nearly 14% of the entering first-year students are from U.S. minority groups.

*Drake Faculty and Staff*

- From fall 2003–06 the number of full-time Drake faculty remained fairly stable at approximately 246. Conversion of some positions to faculty status and additional faculty hired in response to the enrollment spike has brought the total in fall 2007 to 257.
- The 257 full-time faculty members teach 86% of all classes at Drake University.
- Fifty-six% of Drake faculty members are tenured and 23% are on tenure track. The percentage not on tenure track increased in fall 2007 due to hiring of visiting faculty to assist with the temporary increase in enrollment.
- The percentage of female faculty has increased from 37% in fall 2003 to 46% in fall 2007.
- The percentage of Drake faculty from racially and ethnically underrepresented groups has increased from 6.3% in fall 2003 to 9.7% in fall 2007.

Additional Drake University data are available in the Drake Databook on the Web site at [www.drake.edu/instres/2007databook.php](http://www.drake.edu/instres/2007databook.php).

## **INTRO.4: DRAKE UNIVERSITY ORGANIZATIONAL STRUCTURE**

### *Drake University Organization Chart*

This section provides a brief summary of the governance and organizational structure of Drake University. Links are provided to fuller descriptions that also are included in Appendix 3.

**Intro.4A: BOARD OF TRUSTEES**[Board of Trustees Member List](#)

Governance authority and responsibility for Drake University rests with the Board of Trustees with the President serving as official adviser and executive agent of the board. The Drake University Board of Trustees is responsible for policymaking and resource management and approves the general, educational and financial policies of the University. Its powers and responsibilities are detailed in the [Drake University Bylaws](#). Its 21 to 44 members serve three-year renewable terms.

The Drake Board of Trustees operates with an Executive Committee and ten 10 standing committees: Academic Affairs; Athletic Affairs; Audit; Board Affairs; Building and Grounds; Business, Finance and Investments; Compensation; Enrollment; Institutional Advancement; and Student Life.

**INTRO.4B: PRESIDENT'S OFFICE**

President David Maxwell

[President's Web site](#)

David Maxwell, PhD, became the 12th president of Drake University in May of 1999. He came to Drake after six years as director of the National Foreign Language Center in Washington, D.C. and after serving as president of Whitman College from 1989–93. He was at Tufts University as a faculty member and dean from 1971–89.

The Board of Trustees specifies that the President of the University shall be the Chief Executive Officer of the University. The President serves as official adviser and executive agent of the Board of Trustees and is responsible for bringing to the Board all matters appropriate to keep the members informed in meeting their policy-making responsibilities. The President shall have power, on behalf of the Trustees, to perform all acts and execute all documents to make effective the actions of the Board of Trustees or its Executive Committee. The President appoints Vice Presidents, Deans, and administrative officers responsible for the operation of the University programs.

In fulfilling these duties, the President is advised by a Cabinet and by a Senior Advisory Committee. [The Cabinet](#), which meets weekly, is comprised of the Provost, vice presidents for Business and Finance, Admission and Financial Aid, and Alumni and Development; the President of the Faculty Senate; and the Executive Assistant to the President (who also serves as Secretary of the University).

The Senior Advisory Council (SAC), in addition to cabinet members, includes deans of the colleges and schools, the Cowles Library and Student Life; Vice Provost and Associate Provosts, Associate Vice Presidents for Alumni and Development and for Business and Finance; directors of Human Resources, Athletics and Marketing and Communications; and the Chief Information Officer. The Council meets as requested by the President. With the creation of a new planning infrastructure, it is responsible for monitoring the implementation of the University's strategic plan.



**INTRO.4C: ACADEMICS***[Academic Division Organization Chart](#)***INTRO.4C.1: OFFICE OF THE PROVOST****Provost Ronald Troyer**

The Drake University Division of Academics encompasses the Office of the Provost, six colleges and schools, Cowles Library, Student Life Office, the Office of Information Technology, and numerous academic programs coordinated by the Office of the Provost.

The Provost serves as chief academic officer of the University and assists the President in coordinating the ongoing administrative operations of the University and serves as the chief executive officer in the absence of the President. The Provost is assisted by the Vice Provost for Student Affairs and Academic Excellence; the Associate Provost for Curriculum, Faculty Development and Assessment; and by the Associate Provost (with responsibility for institutional research and general academic office support). In addition, the deans and directors of colleges and other academic units listed below provide leadership for the academic division.

Additional description of the Office of the Provost and units within the Academic Division may be accessed with the following links:

*[Description](#)*

*[Provost Office Web site](#)*

**INTRO.4C.2: COLLEGE OF ARTS AND SCIENCES**

*[Description](#)*

*[College of Arts and Sciences Organization Chart](#)*

*[College of Arts and Sciences Web site](#)*

**INTRO.4C.3: SCHOOL OF MANAGEMENT AND COMMUNICATION**

*[School of Management and Communication Organization Chart](#)*

**Intro.4C.3a: College of Business and Public Administration**

*[Description](#)*

*[College of Business and Public Administration Web site](#)*

**Intro.4C.3b: School of Journalism and Mass Communication**

*[Description](#)*

*[School of Journalism and Mass Communication Web site](#)*

**INTRO.4C.4: SCHOOL OF EDUCATION**

*[Description](#)*

*[School of Education Organization Chart](#)*

*[School of Education Web site](#)*

**INTRO.4C.5: SCHOOL OF LAW***[Description](#)**[Law School Organization Chart](#)**[Law School Web site](#)***INTRO.4C.6: COLLEGE OF PHARMACY AND HEALTH SCIENCES***[Description](#)**[College of Pharmacy and Health Sciences Organization Chart](#)**[Pharmacy and Health Sciences Web site](#)***INTRO.4C.7: COWLES LIBRARY***[Description](#)**[Cowles Library Organization Chart](#)**[Cowles Library Web site](#)***INTRO.4C.8: INFORMATION TECHNOLOGY***[Description](#)**[Office of Information Technology Organization Chart](#)**[Office of Information Technology Web site](#)***INTRO.4C.9: STUDENT LIFE***[Description](#)**[Student Life Organization Chart](#)**[Dean of Students Web site](#)***INTRO.4D: ADMISSION AND STUDENT FINANCIAL PLANNING****Vice President Thomas Delahunt**

The Offices of Admission and Student Financial Planning are guided by the Vice President for Admission and Financial Aid with support from the Director of Admission and Director of Student Financial Planning. At the time of the last accreditation visit in 1998, the Office of Admission and Office of Student Financial Aid Services were separate units each under the direction of a dean who reported to the President. In fall 2004, the division was promoted to vice presidential level, and after Thomas Delahunt became Vice President in summer 2005 the unit was renamed Admission and Student Financial Planning.

Additional Information about the Division of Admissions and Student Financial Planning is available at:

*[Description](#)**[Admission Organization Chart](#)**[Student Financial Planning Organization Chart](#)**[Admission Web site](#)**[Student Financial Planning Web site](#)*

**INTRO.4E: ALUMNI AND DEVELOPMENT****Vice President John Smith**

Drake's Alumni and Development Office is responsible for alumni relations, fundraising, community relations, prospect research, database management, and special programs. It is guided by the Vice President, with support from the Associate Vice President for Advancement and directors of Alumni and Parent Programs, Community Relations, Advancement, and Development. Until December 2006, the division included Marketing and Communication. That office now reports directly to the President.

Additional Information about the Division of Alumni and Development is available at:

[Description](#)

[Alumni and Development Organization Chart](#)

[Alumni and Development Web site](#)

**INTRO.4F: DIVISION OF BUSINESS AND FINANCE****Vice President Victoria Payseur**

The Business and Finance Division of Drake University is under the direction of the Vice President for Business and Finance and Treasurer of the University. Business and Finance activities include: Accounting, Controller's Office, Student Accounts, Student Loan Collection, University Budget Office, Financial Analysis, Financial Reporting, Endowment, Investments, Cash Management, Grants Accounting, Banking, Payroll, Internal and External Audit, Facilities Services, Service Employees Union, Procurement, Real Estate Operations, Bookstore, Security, Parking, Human Resources, Student Employment, Mail & Copier Services, Dining Services and other food operations, Environmental Health and Safety, Debt Management, Construction/Architectural Management, Contract Management, Risk Management and Insurance.

Additional Information about the Division of Business and Finance is available at:

[Description](#)

[Business and Finance Organization Chart](#)

[Business and Finance Web site](#)

**INTRO.4G: INTERCOLLEGIATE ATHLETICS AND RECREATIONAL SERVICES****Athletic Director Sandra Hatfield Clubb**

The Department of Intercollegiate Athletics and Recreational Services is under direction of the Director of Athletics who reports directly to the President. With assistance of the Associate AD for Internal Operations, Associate AD for Facilities and Recreational Services, and Associate AD for External Relations, and other administrative support, the Division offers eighteen 18 intercollegiate sports, as well as university recreational and wellness programs. Additional Information about the Division of Athletics and Recreational Services is available at:

[Description](#)

[Intercollegiate Athletics and Recreational Services Organization Chart](#)

[Intercollegiate Athletics and Recreational Services Web site](#)

**DRAKE UNIVERSITY  
HAS BEEN ACCREDITED BY  
THE NORTH CENTRAL  
ASSOCIATION OF COLLEGES  
AND SCHOOLS SINCE  
THAT ASSOCIATION WAS  
ESTABLISHED IN 1913.**

#### **INTRO.4H: MARKETING AND COMMUNICATIONS**

**Director Brooke Benschoter**

Until 2006, the Drake University Office of Marketing and Communications was part of Office of Institutional Advancement. The director of the now independent unit reports to the President. The office coordinates marketing and communications to both external and internal audiences and is responsible for official communications, speechwriting support, and the creation and placement of paid advertising. The office's research functions include tracking media hits. It also creates and distributes surveys and develops focus groups.

Additional Information about the Office of Marketing and Communications is available at:

[Description](#)

[Marketing and Communications Organization Chart](#)

[Marketing and Communications Web site](#)

#### **INTRO.5: DRAKE UNIVERSITY'S ACCREDITATION HISTORY**

Drake University has been accredited by the North Central Association of Colleges and Schools since that association was established in 1913. The last comprehensive accreditation visit was in February 1998, after which Drake's accreditation was continued.

In addition to University accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools, the following Drake colleges, schools and departments have been accredited by the agencies designated:

- College of Business and Public Administration: Accredited by the Association to Advance Collegiate Schools of Business (AACSB)
- School of Education: All certification and endorsement programs are accredited by the Iowa State Department of Public Instruction
- Law School: Accredited by the Council of American Bar Association's Section of Legal Education and Admission to the Bar and a charter member of the Association of American Law Schools
- College of Pharmacy and Health Sciences: Accredited by the Accreditation Council on Pharmacy Education
- School of Journalism and Mass Communication: Accredited by the Accrediting Council on Education in Journalism and Mass Communication
- Department of Art and Design: Accredited by the National Association of Schools of Art and Design
- Department of Chemistry: Accredited by the American Chemical Society
- Department of Music: Accredited by the National Association of Schools of Music

#### **INTRO.6: RESPONSE TO THE 1998 ACCREDITATION REPORT**

The 1998 report from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools recommended continued accreditation for the University. No monitoring reports, contingency reports or other visits were required.

The team report of the 1998 evaluation visit did recommend a progress report on the development and status of the recently implemented Drake Curriculum general education program. There were three reasons cited for this request:

1. The Drake curriculum represented a shift from unit-specific to an institution-wide general education.
2. Such a shift required enhanced cooperation among the colleges.
3. Students needed to be guided in the transition from the old to the new curriculum.

The progress report was submitted as requested in fall 2001, and on October 26, 2001, the staff of the Higher Learning Commission accepted the report with no further reports due.

## **INTRO.7: DRAKE UNIVERSITY'S 2008 SELF-STUDY: AN OVERVIEW**

### **INTRO.7A. STRUCTURE OF THE SELF-STUDY**

The Drake University accreditation self-study was initiated in January 2004. After becoming familiar with the new Higher Learning Commission accreditation criteria, President Maxwell and Provost Troyer determined that the self-study process could assist the University to move forward toward several of its assessment and planning goals. They appointed Sue Wright, Associate Provost and Director of Institutional Research, as Self-Study Coordinator.

[\*Self-Study Committee Rosters\*](#)

[\*Self-Study Committee Minutes\*](#)

The Provost and Self-Study Coordinator sought agreement of individuals to serve on the Steering Committee and to chair or co-chair criterion committees. The Steering Committee membership was intended to emphasize the importance accorded to the tasks being undertaken in the self-study. Chaired by the Provost, the Steering Committee included chairs of the five Criterion Committees, the President, Vice President Business and Finance, Associate Director of Athletics, the Chief Information Officer, and Self-Study Coordinator. The Committee met for the first time in June 2004 and began to discuss the new accreditation criteria. Working with committee chairs, the Steering Committee appointed members for each of the five criterion committees.

On September 10, 2004, the self-study officially kicked off with a lunch and orientation for all self-study committee members. At that event members were introduced to the process, the self-study criteria and to Drake's commitment to using the process for real self-study.

Each committee was first asked to consider how examining the University using their criterion and its components could help Drake University better achieve its mission. These deliberations led to several major campus initiatives discussed in Intro7.C. During succeeding years the committees identified evidence and drafted information for the "Self-Study Report." With normal transition among chairs and members, the committees continued to meet through spring 2007 when they submitted reports to the Self-Study Coordinator.

In addition to the steering and criterion committees, a publicity and promotion task force met to recommend ways to get the campus involved in the self-study process. They also considered issues such as publication of the requests for third-party comments. A logistics committee prepared for the team visit.

**INTRO.7B: CAMPUS AND CONSTITUENT INVOLVEMENT**

Consistent with Drake's approach to major policy and procedure initiatives, constant communication and opportunity for involvement have characterized the self-study. Given the importance of the initiatives being undertaken as part of the process, it was considered essential to involve all campus constituents in the self-study.

At several points faculty, staff and students have been invited to volunteer for committees. Communication about the self-study to students, faculty, staff, Board of Trustees members, and other constituents occurred regularly. The Monday morning *Provost's Announcements* carried information about the self-study and related initiatives to all constituents. Articles in all-campus publications, including *OnCampus*, *Blue*, *eBlue*, and *The Times Delphic* (student newspaper) focused on the self-study and related initiatives.

The self-study process was the focus of the President's Summer Planning Retreats in 2004 and 2006. The day-and-a-half Summer 2004 Retreat provided the first forum for intensive discussion of the self-study process with campus constituents. Principles of accreditation were reviewed, the self-study process was outlined, and the importance of developing a culture of evidence was presented. Administrators, faculty, staff and student leaders discussed the crosscutting themes, exploring their potential for framing the Drake approach to the self-study. The group spent extensive time becoming familiar with the self-study criteria and examining their implications for the University.

The goals of the 2006 President's Summer Retreat were to continue preparation for the self-study and to launch the next round of strategic planning. Faculty, staff, students and Board of Trustees members were asked, based on analysis using the HLC criteria and cross-cutting themes, to identify themes to be emphasized in the self-study report.

Presentations about the self-study and related initiatives have been made regularly to Drake constituents. These have included the Student Senate, Faculty Senate, All-Staff Council, faculty and staff of each of the schools and colleges and library, staff members of Athletics, Business and Finance, Alumni and Development, Office of Information Technology, Marketing and Communications, and Student Life. The Board of Trustees, particularly its Academic Affairs Committee, has been kept apprised of progress on the self-study, as have the Parents Board, Alumni Board, and National Advisory Boards/Committees of the schools and colleges. In addition, as committees have worked on their reports, they have met with various campus groups to obtain ideas and feedback.

**FIRST, AND AMONG  
THE MOST SIGNIFICANT  
INITIATIVES TO ARISE  
FROM SELF-STUDY, WAS  
DEVELOPMENT OF THE  
DRAKE UNIVERSITY  
MISSION EXPLICATION.**

**INTRO.7C: USING THE CRITERIA TO PROMOTE CHANGE**

The expectation that the self-study criteria would promote campus conversation and help identify areas that needed attention proved accurate.

**INTRO.7C.1: THE MISSION EXPLICATION**

First, and among the most significant initiatives to arise from self-study, was development of the Drake University Mission Explication. Discussions by Criterion 1 and 3 committees made clear that while we perceived ourselves to be mission-driven, the full implications of the mission for students, faculty and staff of the University had not been clarified. The Mission Explication (fully discussed in Criterion 1 and Criterion 3 chapters) emerged from a campus-wide discussion as a living commitment to the Drake mission.

**INTRO.7C.2: A CULTURE OF EVIDENCE**

Early in the self-study process the campus started to focus on developing a culture of evidence. The University established an Office of Institutional Research and regularly participated in a range of surveys and other forms of data collection. The self-study process helped raise awareness that decision-making at Drake should be more consistently driven by data. An [\*Institutional Research Web site\*](#) has been established and a new position, Associate Director of Institutional Research, has allowed the University to be more systematic in putting data in forms that can be used effectively by the entire campus.

**INTRO.7C.3: DRAKE CURRICULUM REVIEW**

As we embarked on the self-study process, we were aware that assessment of learning outcomes was irregular across campus and had not been adequately implemented in relation to the Drake Curriculum general education program. The Criterion 3 committee, with representation from all curricular units and Student Life, initiated a systematic review of Drake's assessment of learning outcomes. The Criterion 3 Committee, under the direction of chair John Burney, then Dean of Arts and Sciences, brought speakers to campus to provide workshops and, planned campus-run activities and workshops to help faculty better understand the importance of assessment and how to implement assessment procedures in their own programs and courses. Criterion 3 and Criterion 4 committees organized and coordinated a complete review of the Drake Curriculum general education program during the 2004–05 and 2005–06 academic years and summers (see Criterion 3A). These committees worked with the Office of the Provost to develop the proposal that resulted in Drake's participation in the initial Higher Learning Commission Assessment Academy (see Criterion 3A).

**INTRO.7C.4: SYSTEMATIZED PLANNING**

In fall 2005, the Criterion 2 Committee began to discuss the University's lack of an institutionalized planning process. Although the University was engaged in strong, mission-driven planning, including regular updates of the Strategic Plan, strategic budgeting and other procedures described in Criterion 2, these all depended on the individual commitment of the President, his cabinet and other administrators. The Criterion 2 committee first developed guidelines for strategic planning by University operational units. The committee then examined planning models, developing a new Three-year Planning Cycle endorsed by the President's Cabinet and the Faculty Senate; it has now been implemented.

**INTRO.7C.5: COMMITMENT TO SELF-EXAMINATION**

Many of Drake's initiatives of the past four years might have been pursued even had the self-study not been under way. But during the past several years most activities have been to some extent affected by the commitment to intensive self-examination. These have included our commitment to continuing progress on campus diversity, to excellent technology support for learning, upgrading classroom and laboratory learning environments, and to faculty and staff compensation that allows us to attract and maintain the faculty and staff necessary to support an outstanding institution.

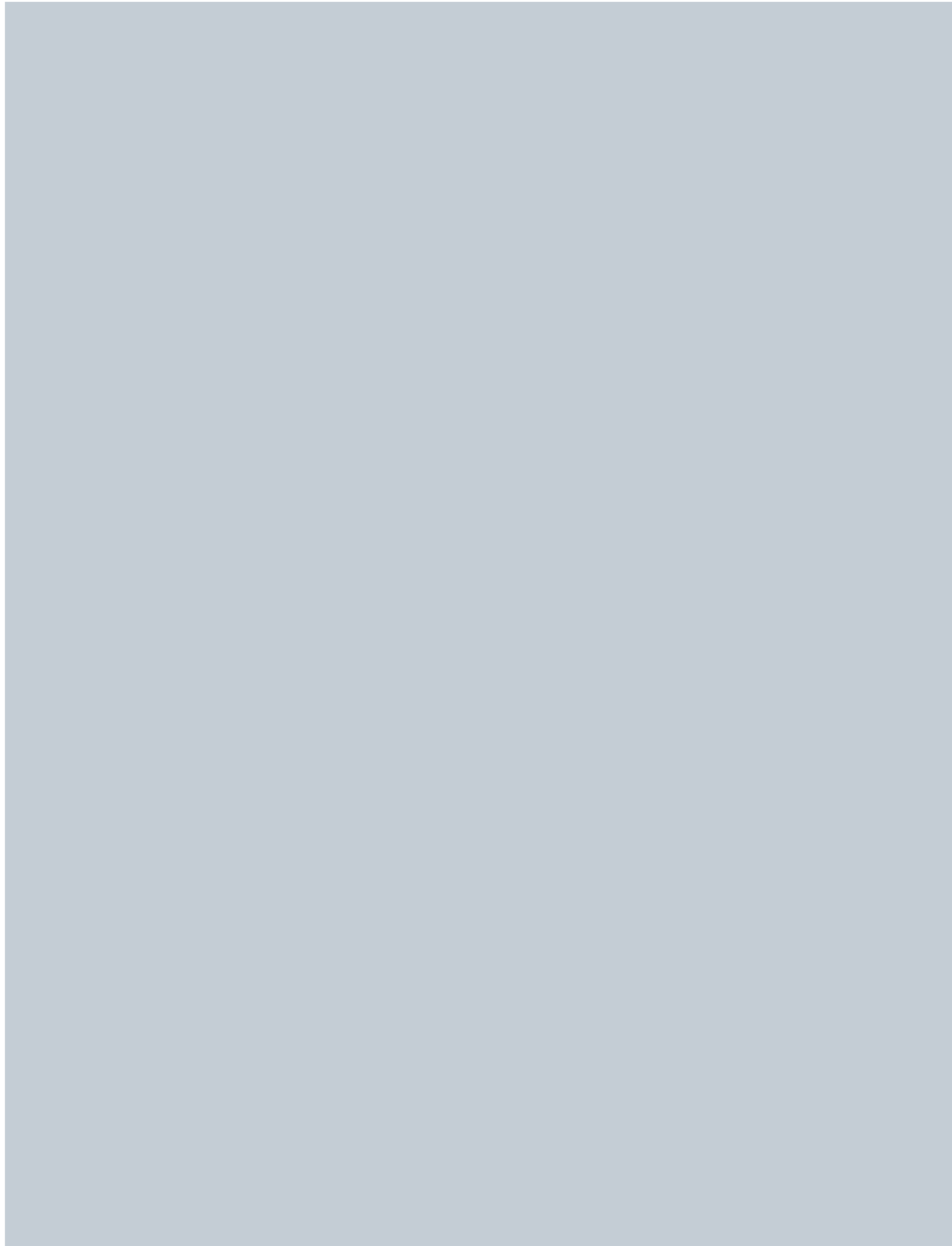
Thus, as we complete the four-year self-study, Drake University is committed to maintaining an ongoing self-examination.

**THE CRITERION 3  
COMMITTEE, WITH  
REPRESENTATION FROM  
ALL CURRICULAR UNITS  
AND STUDENT LIFE,  
INITIATED A SYSTEMATIC  
REVIEW OF DRAKE'S  
ASSESSMENT OF  
LEARNING OUTCOMES.**

### 7D: THE SELF-STUDY REPORT

In fall 2006, self-study committees focused on drafting sections of the report and bringing together the lists of evidence that supported their statements. These were submitted in the spring to the Self-Study Coordinator, who was the primary writer. During the summer and early fall of 2007, notes and evidence were drawn into chapters that were sent to the criterion committees for review and editing. The report was then made available to all members of all committees, deans and other administrators, and anyone who might be able to provide helpful feedback on the report.





# CRITERION 1: MISSION AND INTEGRITY



Drake University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

The current *Drake University Mission Statement*, approved in 2002, was developed through a collaborative process involving faculty and staff and adopted by the Board of Trustees:

*Drake University's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The Drake experience is distinguished by collaborative learning among students, faculty, and staff, and by the integration of the liberal arts and sciences with professional preparation.*

The University's mission is the measure against which every action is judged; Drake University truly lives its mission.

**THE UNIVERSITY'S  
MISSION IS THE MEASURE  
AGAINST WHICH EVERY  
ACTION IS JUDGED; DRAKE  
UNIVERSITY TRULY LIVES  
ITS MISSION.**

**CORE COMPONENT 1A:** Drake University's mission documents are clear and articulate publicly the organization's commitments.

The mission statement is a promise, its documents are accessible, and its meaning understood and shared across the University. Thus, it provides a consistent message.

#### 1A.1: A PROMISE

We view the *Drake University Mission Statement* as a *promise* to all University constituencies: faculty, staff, students and their parents, alumni, and the community. The ambitious goals and key attributes that it articulates distinguish us as an institution. The mission informs our plans and institutional decisions, influences the development of curricula and programs, serves the metrics by which we assess outcomes and outlines the ways in which we impact the lives of all associated with Drake University.

Drake's mission exists not only as a promise—it has become a living document from which all goals, values, strategic plans and decisions radiate.

#### 1A.2: ACCESSIBLE DOCUMENTS

The University recognizes the vital importance of communicating its mission effectively and

clearly to all its constituents. Thus, the mission is included prominently in many publications and other communications designed for alumni, prospective students, and the general public and even is included as a footer on many internal e-mail messages. All key [mission documents](#) are available via the University Web site and portal.

### 1A.3: SHARED UNDERSTANDING OF THE MEANING OF MISSION

The shared understanding of Drake's mission is evident in and expanded by both the [Strategic Plan](#) and the [Drake University Mission Explication](#). Since its adoption in 2002, the University Strategic Plan has clearly derived from the Mission Statement, and served as a guide for translating the mission into concrete goals and objectives for University action. As the University has moved into a new planning cycle, [Drake University: Vision 2025](#) and [Drake University 2012](#) have projected the meaning of the mission and consequent planning into the future.

In 2004, Drake recognized the need to identify in precise terms how the University fulfills the promise of the mission and to ensure that the mission permeates all that occurs at the University. This led to collaboration among faculty, students and staff to develop the *Mission Explication*. Adopted initially in 2005 and revised in 2006, the Explication clarifies what our mission implies for all aspects of University life by identifying in detail: 1) the definition of the goals that constitute the mission; 2) those responsibilities that the University assumes to ensure that the stated goals are realized; and 3) those areas of knowledge, skills and habits of mind that we expect Drake-educated students to develop in keeping with the University's mission.

Today, the *Mission Explication* continues as a critical benchmark for key University strategic choices. It is on the University Web site and is referenced consistently in all planning and curricular development activities. Perhaps most important, the *Mission Explication* articulates clearly and consistently the specific learning outcomes that meet the broad goals mandated by the Mission Statement.

### 1A.4: A CONSISTENT MESSAGE

Each unit of the University, academic and nonacademic, has drafted its own mission statement in keeping with the Drake University Mission Statement. In 2005, [mission statements of every unit](#) were [reviewed](#) and found to be consistent with the University's mission and to reinforce and enhance elements of the broader institutional mission. Taken together, these individual statements further articulate and strengthen the University's commitment to the six central mission components:

- Exceptional learning environment
- Meaningful personal lives
- Professional accomplishments
- Responsible global citizenship
- Collaborative learning
- Integration of the liberal arts and sciences with professional preparation.

**TODAY, THE  
MISSION EXPLICATION  
CONTINUES AS A CRITICAL  
BENCHMARK FOR KEY  
UNIVERSITY STRATEGIC  
CHOICES.**

**Core Component 1B:** In our mission documents, Drake University recognizes the diversity of our learners, other constituencies, and the greater society we serve.

The Drake University mission documents reflect the University’s ongoing effort to embrace the diversity of its learners and constituencies, communicating the role that it serves in a multicultural society. The founders of Drake University in 1881 aspired to create a broad-based and liberally nonsectarian institution, and to establish the educational climate in which the University would operate. These core institutional values were declared by the founders when they stated that the University had been “designed upon a broad, liberal and modern basis.” The *Articles of Incorporation* further committed Drake University to nondiscrimination with the provision that

*all its departments shall be open to all without distinction of sex, religion or race. In its management and influence, it will aim at being Christian without being sectarian.*

In more recent history, the Drake University mission documents have been crafted through collaborative processes with a clear eye toward recognizing and understanding the role of diversity — among our learners, our other constituents and the greater society served by the University — in the institution’s future. Drake’s commitment to diversity is evident in the mission documents and illustrates the organization’s basic strategies to address it. The Mission Statement and Explication make clear that the University welcomes diversity, plans strategically for it and articulates a commitment to diversity in its governance documents.

### 1B.1: COMMITMENT TO DIVERSITY

The *Drake University Mission Statement*, in committing to prepare students to be responsible global citizens, expressly acknowledges diversity of the greater society. In addition, it acknowledges the diversity of Drake’s learners through a directive to provide an exceptional learning environment through collaborative learning.

Section I-A. 4 of the *Mission Explication* states that the mission requires an environment “that welcomes and supports a diverse population, as well as a diverse range of opinions and perspectives.” This statement extends to all constituencies: faculty, staff, students and others. In addition, Section I-B 1 and 2 of the *Mission Explication* emphasize the role of mutual respect and support in providing a collaborative learning environment, noting the expectation that Drake graduates, faculty and staff “value the knowledge, perspectives, and input of others.”

The *Mission Explication* also describes Drake’s function in a multicultural society. Section II-D of the *Mission Explication* expands on what it means to be a “responsible global citizen” as articulated in the *Mission Statement*. The introduction to Section D notes:

*Drake graduates understand that their individual knowledge and skills must be connected to the contributions of all cultures to the human experience. In practicing engaged citizenship they understand and exercise the individual freedoms and institutional responsibilities of a democratic society, and strive to sustain and expand the common good.*

**THE DRAKE UNIVERSITY MISSION STATEMENT, IN COMMITTING TO PREPARE STUDENTS TO BE RESPONSIBLE GLOBAL CITIZENS, EXPRESSLY ACKNOWLEDGES DIVERSITY OF THE GREATER SOCIETY.**

**1B.2: STRATEGIC PLANS FOR A DIVERSE WORLD**

Drake's planning for a diverse world has developed steadily since 2001 as evidenced in its strategic planning documents, its many task forces and new programs.

**1B.2a: STRATEGIC PLANS, 2001–08**

2002 Diversity Audit

Final Report

Final Report Summary

The mission and planning documents of Drake University have guided the organization's basic goals and strategies related to diversity. In the 2001–02 academic year, as the University community worked on a new strategic plan, a Diversity Task Force was appointed to ensure that a meaningful discussion of diversity was at the forefront of the strategic planning process. The work of the task force, along with an independently conducted diversity audit in 2002, served as the bases for development of Goal IV of the *Drake University Strategic Plan*, requiring Drake to “ensure that Drake students, faculty and staff are able to function effectively as members of diverse local, national and global communities.” The preamble to Goal IV emphasizes the University's commitment to diversity as a long-term strategy. It articulates the basis for dedicating one of the five goals of the *Strategic Plan* to diversity and states in part:

*We are convinced that diversity is essential to the effectiveness of the learning environment and quality of the learning process. However, because of the vital importance of these concerns to the health of the University, we believe that it is important to focus on them operationally as a separate category—recognizing at the same time the many ways in which they are embedded in the University's fabric.*

The objectives and tasks of Goal IV provide a basis for ensuring that planning and behavior in this area are congruent with the mission of the University. The University has undertaken many new diversity initiatives and enhanced others as a result of the mission commitment to responsible global citizenship and the strategic planning goal to ensure that Drake students, faculty and staff are able to function effectively as members of diverse local, national and global communities. Among these have been development of a *Center for Global Citizenship*, increase in *study abroad programs* and participation, growing diversity among students, faculty and staff, and a growing presence abroad, including increasing partnership programs with China. To ensure appropriate guidance of these activities, we created a National Advisory Council on Diversity in 2002, and have created an *All-University Diversity Committee* supported by diversity committees in each unit of the University. In addition, in 2005 we implemented the *Coordinating Council for Internationalization* that on a regular basis brings together directors of all of the international initiatives with the Provost.

**1B.2b: STRATEGIC PLANNING, 2007–08**

In the spring of 2007, Drake University initiated a new planning initiative. (See Criterion 2a for a full description of the Strategic Planning Initiative.) This planning process has been grounded in visions of the future of the University as articulated in Drake University: Vision 2025 and in Drake University 2012. These vision documents contemplate the University's role in a multicultural, global society. The vision document *Drake University 2012* echoes the themes of the mission. Recognizing Drake's role in the greater society it serves, it

aspires to create a national model for global education and to keep it affordable to a diverse student population.

*Drake University: Vision 2025*, which provides a fuller and longer-term vision for the future of Drake University and expressly recognizes Drake's role in a global, multicultural society:

*In 2025, Drake University is a global institution. A Drake education prepares students to function effectively and productively in a world in which geopolitical borders have become irrelevant to human activity. Key characteristics of this global education include acquisition of cross-cultural communications strategies (including communicative competence in other languages), a learning or work experience in another country and the infusion of global perspectives and issues throughout the Drake curriculum (as appropriate to each academic/professional area).*

[Strategic Plan 2001 – 2006](#)

[Strategic Plan 2003 – 2008](#)

[Strategic Plan Progress Report — July 2004](#)

[Strategic Plan Progress Report — January 2006](#)

This statement of global vision continues the current commitment to recognize the value of diversity in the community and increase the University focus on global citizenship as identified by the mission. In so doing, it provides a basis for the University's future strategies to address diversity.

### 1B.3: COMMITMENT TO DIVERSITY AS REFLECTED IN GOVERNANCE DOCUMENTS

As noted earlier, Drake's founders recognized the importance of diversity in the *Articles of Incorporation*. Drake's governance documents still reflect that sentiment, affirming our commitment to honor the dignity and worth of all individuals. The Drake University [Statement of Principles](#) emphasizes that diversity of ideas, perspectives and people is essential to an exceptional learning environment. It states in part:

*Drake values the fact that it is a community consisting of men and women of different races, nationalities, religions, physical abilities, sexual orientation, ages, political perspectives and other diverse characteristics. While acknowledging our differences, we affirm the dignity and freedom of every individual.*

The *Statement of Principles* also addresses diversity within the context of community values and describes a common purpose considered fundamental to the mission:

*Drake University's purpose is to transmit knowledge, pursue truth, and encourage the intellectual and moral development of its students through the activities central to academic life: teaching, research, rigorous analysis, debate, study, and service. In the pursuit of these goals, Drake encourages and protects diverse perspectives and the free flow of ideas and discussion among its members. Such diversity and differences of opinion generate debate that produces knowledge and a greater understanding of what it means to be fully human.*

Other mission documents reinforce the University's commitment to a diverse community that emphasizes individual respect and dignity. In 2004, the Board of Trustees approved a

revised [\*Drake University Nondiscrimination Statement\*](#) incorporated in the [\*Drake University Bylaws\*](#). The new nondiscrimination statement broadens the explicit criteria prohibiting discrimination in University operations to include sexual orientation and gender identity. Likewise, in 2006, a committee of faculty and staff recommended and the Faculty Senate adopted revisions to the [\*Policy on Sexual and Other Discriminatory Harassment\*](#). The nondiscrimination statement and harassment prohibition appear in numerous campus publications aimed at internal and external constituencies. These include admission materials, the student handbook, and the Drake Web site. The Drake University Faculty Manual reinforces these commitments in its section 5.1 [\*Policies Related to Behavior as a Community\*](#) in which policies related to nondiscrimination, diversity, free expression and harassment are contained.

The Student Senate in its [\*bylaws\*](#) ensures continuing commitment to and valuing of the diversity of its constituencies. The membership guidelines for the Student Senate state clearly that there is a:

*...compelling interest to maintain a voice and vote of diversity on the floor of the Student Senate; the diversity that Student Senate seeks is typified by students who are multicultural (race, ethnicity, national origin) and underrepresented (sexual orientation, gender, disability) in the Student Body.*

The Student Senate affirms this statement through its membership, which includes three Diversity-Interest Senators to represent the voice of multicultural and underrepresented Drake Students.

**Core Component 1C:** Understanding of and support for our mission pervade Drake University.

## THE MISSION STATEMENT...IS A DEFINING DOCUMENT USED TO GUIDE AND SHAPE OUR COMMUNITY CULTURE.

Earlier sections of this chapter have provided evidence that Drake's Mission Statement is ubiquitous. It appears throughout our Web site, on e-mails, and in numerous planning documents as well as in publications designed for alumni, prospective students and the general public.

The Mission Statement, however, is not a static collection of words. Rather it is a defining document used to guide and shape our community culture. The daily interactions among students, faculty, staff and community demonstrate that University personnel live the mission every day. This has been accomplished as a result of intentional efforts to promote understanding and support for the Drake University mission. Through strategic planning, resource allocation, the internationalization of the campus community, curriculum development and student engagement, the Drake University mission is a living part of the campus culture and the institutional decision-making process.



**1C.1: STUDENT SUPPORT FOR THE DRAKE MISSION**

The Drake mission is supported by students and is integrated throughout University activities. The spring 2007 *Drake Student Survey* asked students about their support for elements of the Drake mission. Specifically, they were asked to respond on a five-point scale from “not at all important” to “very important” to the question: “How important is it that [mission component] is part of the Drake experience?”

Table 1.1 indicates the percentages of respondents who found specified mission components to be an important aspect of the Drake experience.

**Table 1.1: Student Support for Mission**

Mission Elements	Undergrad. & PharmD	Graduate & Law
An exceptional learning environment	98%	94%
Preparation for professional accomplishments	97%	96%
Preparation for meaningful personal lives	91%	84%
Collaborative learning among students, faculty and staff	88%	90%
Preparation for responsible global citizenship	78%	78%
Integration of liberal arts and sciences with professional preparation	74%	70%

These responses suggest a generally high level of support for the overall mission. Though the importance accorded to “preparation for responsible global citizenship” and “integration of liberal arts and sciences with professional preparation” is lower than that given to other statements, each is supported by three-quarters of the respondents.

**1C.2: INTEGRATION THROUGHOUT UNIVERSITY ACTIVITIES**

Discussions in various fora have contributed to understanding of the mission, but more important, we have sought to make the mission pervasive by integrating it into many fundamental activities and processes of the University. The [Strategic Initiative Map](#) illustrates graphically the relationships among the University’s many strategic planning initiatives, including the Mission Statement.

The following items illustrate the varied ways in which the Mission Statement has been integrated:

- Drake’s Academic [Charter Appendix F](#) contains the Drake University Mission and Vision Statements.
- The [Strategic Initiative Process](#) (SIP), which provides an annual opportunity for units to submit funding proposals for projects that move the University forward on strategic plan goals, requires identification of the “College and/or University Strategic Goals ... addressed by the SIP.”

- The first two criteria in [Principles for Deciding Open Positions](#), which guides the Provost and Deans Council in allocating faculty positions, are that “the program and the position make a contribution toward realizing the mission statement” and “the position is consistent with program review recommendations and the strategic plan.”
- The [blueView](#) campus portal homepage “Mission in Motion” section displays the mission and seeks examples of faculty, students and staff living the mission.
- Step one of the annual goal setting procedure integral to Drake University’s [Staff Performance Evaluation](#) requires that individuals specify the relationship of their goals to Drake University’s strategic goals and objectives.
- [New faculty](#) and staff orientations include discussion of the centrality of the mission to Drake life.
- The case statement currently under development for the University’s recently initiated comprehensive fundraising campaign relies intensively on support for the mission as articulated in *Drake University 2012*.
- The Office of Sponsored Programs’ [Proposal Routing Form](#) requires all applications for grants to include a statement explaining how the project fits into the mission of the University.
- Approving a student organization requires discussion regarding its connection to the mission.
- The [Spirit of Drake Award](#) is awarded to the faculty or staff member who best exemplifies the spirit of the University as reflected in the Mission Statement.

### 1C.3: MISSION-DRIVEN STRATEGIC VISIONING AND PLANNING

Since President Maxwell joined the Drake community in 1999, the University consistently has challenged itself to think strategically about its present and future and has maintained the mission as central to all planning efforts. Several notable efforts demonstrate that awareness and support for the mission are pervasive.

The [Mission Explication](#), discussed under Component 1A, provides perhaps the most pervasive and positive example of integrating the mission in the University. In 2005, [Drake University: Vision 2025](#) articulated a vision of what the University aspires to be in 20 years, and in 2007 a more focused, near-term examination of Drake’s future emerged in [Drake University 2012](#).

Vision 2025 provides a sense of direction and purpose that will serve as a guide for the University’s ongoing strategic planning efforts. It derives from three equally important sets of considerations:

- It is grounded in the University’s mission (and in the Mission Explication).
- It is a logical outgrowth of what we have been and what we are as a University, taking into account Drake’s traditions, core values and strengths.
- It is a necessary response to the set of assumptions about the future for Drake University and higher education.

*Drake University 2012* defines what we believe must be the essential characteristics of a university that fulfills its responsibilities to all of its constituencies in a manner consistent with its mission. The centrality of this document to strategic planning for the future of Drake is addressed in more detail in Criterion 2A.

**DRAKE UNIVERSITY 2012  
DEFINES WHAT WE  
BELIEVE MUST  
BE THE ESSENTIAL  
CHARACTERISTICS OF  
A UNIVERSITY THAT  
FULFILLS ITS  
RESPONSIBILITIES TO ALL  
OF ITS CONSTITUENCIES  
IN A MANNER CONSISTENT  
WITH ITS MISSION.**

The Drake University community takes great pride in all that has been accomplished in the planning process. Our considerable progress is a direct consequence of commitment, energy and hard work by literally hundreds of individuals from all of the University's on-and off-campus constituencies: faculty, staff, students, the Board of Trustees, emeriti faculty, advisory boards and alumni. In the words of President Maxwell, "Our strategic planning initiatives are driven by the University's mission and pulled by our institutional vision."

#### 1C.4: RESOURCE ALLOCATION

Responsible distribution of limited resources must be grounded in unified principles defined to advance the strategic goals of the University. At Drake, the Board of Trustees and senior administrators insist that the mission serve as the guide for difficult decisions related to resources. Examples of recent financial choices directly related to supporting the mission include:

- More than \$65 million has been invested since 2002 in projects designed to create an exceptional learning environment. Capital improvements have included classroom and laboratory renovation, revitalization of student residence halls, reconstruction of Drake Stadium, remodeling of Olin Hall (sciences), creation of a wireless network in campus buildings and a campus beautification project.
- As noted earlier, new budgetary allocations are based on submission of Strategic Initiative Proposals (SIPs). These submissions must demonstrate their relevance and importance to the University's *Strategic Plan*.
- The best and brightest students have access to Drake through more than \$40 million in student financial assistance. These scholarships reflect Drake's commitment to access and affordability.
- Approximately \$9 million has been added to the compensation budget in the past five years to strengthen the University's ability to attract and retain the faculty and staff who are at the heart of the exceptional learning environment.

#### 1C.5: INTERNATIONALIZATION AND GLOBAL CITIZENSHIP

Support for Drake University's mission goal to prepare students for responsible global citizenship is evident in the internationalization of the Drake community, the development of academic programs and the experiences of our talented students. The internationalization of the Drake experience is apparent throughout the University as detailed in "[\*An Infusion Approach to Internationalization: Drake University as a Case Study\*](#)" an article authored by Drake faculty and staff members David Skidmore, Jan Marston and Gretchen Olson and published in fall 2005 in *Frontiers: The Interdisciplinary Journal of Study Abroad*.

#### 1C.6: CURRICULAR AND COCURRICULAR DEVELOPMENT

The Drake Mission Statement specifies that Drake provides "an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship," and, further, that we are distinguished by integration of the "best of liberal arts and science education with professional preparation grounded in an interactive and collaborative environment." We are committed to the principle that this is a powerful and highly effective model for student learning.

**1C.6a: COLLABORATIVE LEARNING**

Support for the above elements of Drake's mission is evident in the University's emphasis on collaborative learning across colleges and schools, among students, faculty and staff, and through integration of curricular and co-curricular experiences. Examples and outcomes of Drake's collaborative community include:

- The [\*Drake Curriculum\*](#) our general education program, provides cross-curricular, academically challenging experiences through innovative First- Year Seminars as well as classes designed to achieve Area of Inquiry outcomes. In 2006, Drake University became one of the first institutions accepted to the Higher Learning Commission Academy for Assessment of Student Learning. [\*Drake's application to the Academy\*](#) clearly articulates that collaborative learning is central to the Drake Curriculum. Among the most important goals in the application is the statement that "We must develop structures and culture that build on the premise that achieving our mission outcomes depends both on curricular and cocurricular learning." This commitment is being realized in development of the [\*Engaged Citizen\*](#) Experience of the Drake Curriculum. (See Criterion 3 for a discussion of this project.)
- The [\*Donald V. Adams Leadership Institute\*](#) has long provided cocurricular opportunities for students to develop leadership skills. In 2006–07 [\*Leadership Drake\*](#) was launched in an effort to integrate curricular experiences more fully with the Institute.
- The [\*Bucksbaum Lecture Series\*](#) brings together the campus and the Des Moines community to engage in thoughtful discussion with national and global personalities. Among Drake's Bucksbaum lecturers have been Bill Moyers, Ken Burns, Salman Rushdie, Michael Beschloss and Jane Goodall. (See Criterion 5d for a fuller discussion of the Bucksbaum Lecture Series.)

**1C.6b: STUDENT PROGRAMMING AND ENGAGEMENT**

Numerous programs, activities, opportunities and responsibilities bring the mission to life for Drake's active students. Together, these are vital components that prepare students for "meaningful personal lives, professional accomplishments, and responsible global citizenship." Through diverse educational experiences, service learning and internships, as well as developing relationships with students representing 65 countries, students gain social contexts that inform their own development.

The University seeks to provide a basis for development of *meaningful personal lives* by encouraging students to take ownership of their own learning. This expectation is articulated clearly throughout [\*academic student services\*](#), documents and presentations. We encourage students to develop independent learning skills in the classroom through individualized majors. In addition, Drake offers opportunities for students to pursue innovative independent study and research through the [\*Drake University Conference on Undergraduate Research in the Sciences\*](#) (DUCURS) and to study languages intensively through the Drake University Language Acquisition Program ([\*DULAP\*](#)).

Drake also encourages and models active involvement in community service. This is evidenced in the fact that more than 80% of Drake respondents to the National Survey of

**THE UNIVERSITY SEEKS  
TO PROVIDE A BASIS  
FOR DEVELOPMENT OF  
MEANINGFUL PERSONAL  
LIVES BY ENCOURAGING  
STUDENTS TO TAKE  
OWNERSHIP OF THEIR  
OWN LEARNING.**

Student Engagement indicated that they are involved in community service. A fuller discussion of Drake students' community involvement is presented in Criterion 5b.

Students develop lifelong leadership skills through the [\*Donald V. Adams Leadership Institute\*](#). They participate in the Emerging Leader Program, a six-week program for first-year students that helps them develop their leadership skills, and in the [\*Adams Academy\*](#). Drake also sponsors other leadership programs: a yearlong leadership training program for sophomores, juniors, and seniors; a fall Leadership Workshop, a daylong leadership workshop for current student leaders; and a multicultural retreat, an overnight retreat for students to reflect on and interact with individuals from different cultures and backgrounds with activities designed to help them develop and appreciate an inclusive community.

Students have additional opportunities to develop leadership skills by becoming involved in student government and other student organizations responsible for providing cocurricular, educational, and social programs on campus; serving as editors and staff members of Drake's several student publications; and serving as resident assistants. Meaningful educational experiences are not limited to traditional students. The [\*RaySociety\*](#) (named after the Drake alumnus and former Iowa Governor and his wife Robert and Billie Ray) emphasizes lifelong learning through classes and programs for Des Moines community residents of retirement age (See Criterion 5a for full discussion).

### 1C.7: PREPARATION FOR PROFESSIONAL ACCOMPLISHMENTS

Development of leadership skills and other activities cited above prepare students for a life that includes professional accomplishments. Other Drake programs designed specifically to achieve this mission goal include:

- Upper-class students serve as [\*Peer Mentor Academic Consultants\*](#) (PMAC) to first-year students during orientation through the first semester. Training for this program has a strong professional development component.
- Professional internships allow students to gain real-world experience that helps prepare them for lifelong success. More than 64% of undergraduate students, and a high percentage of Law students, complete at least one internship, practicum, field experience, co-op experience or clinical assignment. In addition, 100% of the Pharmacy Doctorate students complete a full experiential year. Students in the School of Education complete supervised field experiences at four different stages of their initial licensure program.
- Students take advantage of numerous lectures and classroom presentations by professionals. A formal Executive-in-Residence program is in place in the School of Management and Communication. The program brings professionals into the classroom to share stories and case studies from their careers. Other colleges and schools bring professionals, including alumni, to campus for presentations and engagement with students.
- [\*Professional & Career Development Services\*](#) provides comprehensive services to undergraduate and graduate students and alumni. Drake's professional staff members assist students and alumni in defining professional goals, obtaining career-related experiences and creating and implementing job search strategies or plans for post graduate work.
- The Alumni Office's Career Network Program encourages alumni to engage with students through person-to-person interaction, classroom presentations and professional mentoring opportunities.

**CORE COMPONENT 1D:** Drake University's governance and administrative structures promote effective leadership and support collaborative processes that enable the University to fulfill our mission.

**THE UNIVERSITY  
BYLAWS AND ACADEMIC  
CHARTER CLEARLY DEFINE  
RESPONSIBILITY AND  
AUTHORITY THAT ENSURE  
EFFECTIVE OVERSIGHT  
AND PERFORMANCE OF  
ESSENTIAL FUNCTIONS OF  
THE ORGANIZATION.**

Drake University's official documents commit firmly to the mission, effective leadership and shared governance. But more important, these essentials of organizational effectiveness are put into practice within a tradition of consultative decision making. Through clear and unambiguous policies that are consistent with our mission, organizational leadership principles and careful review procedures, and with a commitment to open communication, the University ensures fulfillment of our commitments.

**1D.1: OFFICIAL UNIVERSITY DOCUMENTS PROMOTE EFFECTIVE LEADERSHIP**

The University *Bylaws* and *Academic Charter* clearly define responsibility and authority that ensure effective oversight and performance of essential functions of the organization. The Bylaws focus on the “[\*Authority and Duties of the Board of Trustees\*](#),” delegating to the Board responsibilities essential to ensuring the integrity and viability of the institution. These are reinforced by an [\*orientation\*](#) designed to prepare new board members for providing effective leadership to the University. Orientation is supported by a board [\*orientation book\*](#) that elaborates on the Drake mission and its meaning as well as on governance responsibilities.

The *Bylaws* establish unambiguous superceding authority of the *Articles of Incorporation*, followed in order by the *Bylaws*, *Academic Charter*, policies established by the Board of Trustees, resolutions by University governance bodies, and college and school regulations and policy statements.

Drake University is well served by a governance structure, grounded in its [\*Articles of Incorporation\*](#), which commits to equity, diversity and access. These principles are further reinforced through the University's inclusion of AAUP principles as part of its charter.

**1D.2: RESPONSIBILITY AND AUTHORITY DEFINED IN ACADEMIC CHARTER AND BYLAWS**

The [\*Academic Charter\*](#) “provides the framework for academic governance within the University.” The preamble establishes the principles of a free academic community and declares “clearly defined and established channels of communication as essential to ensure a governing structure based on principles rather than upon people.” The charter commits to cooperative governance:

*Historically, the governing board, the administration, and the faculty of Drake University have cooperatively developed and reached consensus on the policies and procedures required to carry out the mission of the University.*

This document defines the governance responsibilities and powers of faculty, the President and the Provost. It also establishes the [\*Faculty Senate\*](#) as the chief legislative body within the University and further defines the responsibilities and role of the Student Senate. The paths of delegated authority are outlined in the [\*Organizational Chart of the University\*](#).

By delegating authority to the provost and the Faculty Senate, Drake University governance documents ensure that the academic mission of the University remains primary. The Article X, Section 5 of the Drake University Bylaws states that the Provost shall perform the duties of the President in the absence of the President. The *Academic Charter* defines the Provost as chief academic officer and charges the incumbent with providing leadership for academic policymaking and implementation. Further, the Faculty Senate is empowered to establish educational policy and academic regulations for the University as a whole. All Drake governance documents designate the full Drake faculty and the faculties of the academic units as responsible for the development and maintenance of the integrity of the academic programs.

### 1D.3: QUALIFIED LEADERSHIP ENSURED

The University ensures qualified leadership through its processes of selection and performance review.

#### 1D.3a: SELECTION OF QUALIFIED LEADERS

Drake University governance documents mandate collaborative processes designed to guarantee that qualified individuals are selected to serve as University leaders. The [Bylaws \(Article I\)](#) empower the Board of Trustees to elect the president. The [Academic Charter](#) ensures broad-based participation by charging the Board to select a representative campus committee to seek nominations, review candidates, and submit names to the Board of Trustees' Nominating Committee. The campus committee, chaired by a member of the Faculty of Instruction, is charged to "constantly solicit the advice and counsel of the University Community."

The Charter also specifies that when searching for a new Provost or Vice President, following consultation with the Faculty Senate Executive Committee and Council of Deans, the President will appoint a "broadly based advisory search and screening committee." In practice, this procedure is followed in searches related to all senior administrative positions. The Board of Trustees approves human resources policies and procedures regarding non-faculty employees. Position descriptions, requirements and postings overseen by the Department of Human Resources help to assure that candidate credentials and aptitudes are consistent with attributes that support Drake's mission. The Board also reviews and establishes terms and conditions of employment for all administrators, staff and other employees of the University.

#### 1D.3b: PERFORMANCE REVIEWS

It is vitally important to the health and effectiveness of Drake University as an organization that every member of the staff and faculty has a "clear line of sight" between their individual goals/responsibilities and the University's mission and strategic goals. Drake University's [performance review documents](#) require that the individual's performance goals be related clearly to the unit and institutional goals.

Drake University's [staff review process](#) requires every administrator to submit a list of goals explicitly tied to the *Strategic Plan* annually, with performance evaluated by the direct



**THE AAUP STATEMENT  
ON GOVERNMENT OF  
COLLEGES AND  
UNIVERSITIES IS AN  
INTEGRAL COMPONENT OF  
THE ACADEMIC CHARTER  
OF THE UNIVERSITY.**

supervisor. This applies to all staff, including senior level administrators. [Appendix H of the Drake University Charter](#) defines the responsibilities of the deans of the colleges and schools. The deans are reviewed annually using standard staff review procedures. [A more extensive evaluation](#), one that solicits input from faculty, staff, students and others who work with the dean, occurs in the dean's third year and every three years thereafter.

The President also has the discretion to implement more extensive evaluation procedures of senior administrators and has done so. In 2006–07 the President voluntarily participated in a 360-degree review of his own performance, which solicited evaluations from senior administrators, Board members, student leaders, and others with whom he works.

#### 1D.4: SHARED GOVERNANCE

The [AAUP Statement on Government of Colleges and Universities](#) is an integral component of the *Academic Charter* of the University. The statement establishes the foundation for shared responsibility among board, administrative, faculty and student constituents of the University and has ensured that shared governance is central to all of our procedures.

The principles of collaborative and consultative decision making were exemplified in the *Program Review* procedures carried out in 2001. A committee with membership representing faculty and staff from across the University, students and alumni constituencies developed a process and procedures for review of all University academic programs. Another committee with similar representation developed procedures for review of administrative programs. Every University unit completed and submitted internal reviews recommending programs to be enhanced, maintained or discontinued.

The Review and Priorities Advisory Committee (RPAC), composed of elected and appointed faculty, staff and students and including the President, Provost and Vice Presidents considered all reports and made recommendations for program realignment, consolidation, and discontinuance. RPAC's report and recommendations were forwarded to the President for his approval and recommendation to the Board of Trustees. Recommendations for academic program discontinuance were first sent to the Faculty Senate for action, as required by the *Academic Charter*. (See Criterion 2A for fuller discussion of the Program Review).

The collaborative involvement of all University constituencies also is evident in other instances. Collaborative groups, for example, developed documents such as the *Mission Explication*, *Drake University 2012*, and *Drake University: Vision 2025*. Such groups also have served on specially appointed task forces and committees. In addition, board members, administrators, faculty, staff and students are also invited to participate in annual summer planning retreats. Furthermore, senate committees and subcommittees may initiate changes in policies and regulations regarding academic issues — changes that may amend charters, bylaws and other governance documents.

Drake's environment of open communication and organizational agility also facilitates collaborative governance, as exemplified by the policies of Drake's [Faculty Senate](#). Its meetings are open and include reports and announcements from the University President and Provost, who serve as ex officio, non-voting members. Senate agendas and minutes, weekly announcements from the Provost, and other timely communications are distributed electronically to the entire University community. Perhaps most important, the President and other senior administrators are accessible and responsive to inquiries from all Drake constituencies.



Finally, strong communication among the Faculty Senate, the Student Senate and senior administrators ensures that University operations and Board deliberations are broadly consultative. Elected members of the Faculty Senate and the Student Senate hold ex officio positions on the Board of Trustees and on all Board committees. The President of the Faculty Senate is a member of the University President's Cabinet, and the President of the University meets biweekly with the President of the Student Senate. In 2007, the Campus Council was established to bring together leaders of the Faculty and Student Senates and [All-Staff Council](#) on a regular basis. This structure results in a governing system transparent to the campus public.

**CORE COMPONENT 1E:** Drake University upholds and protects its integrity.

In the *Handbook of Accreditation*, the Higher Learning Commission posits that the concept of integrity is more complex than in the past and that organizational integrity must consider a number of different factors. Drake's integrity is reflected in how the University seeks to ensure that the principles of Drake's Mission Statement and other mission documents remain the points of departure for all that we do and in our commitment to openness and honesty.

**1E.1: DRAKE'S ACTIVITIES AND MISSION ARE CONGRUENT**

Drake University's mission serves as the framework within which all policies, strategies and decisions are defined and carried out. The introduction to Drake's [Strategic Plan](#) emphasizes that the University's mission drives its planning process, and that all tasks and objectives to be included in Drake's Strategic Plan must demonstrate relevance to the institutional mission. The [Strategic Initiatives Map](#), developed in 2006, provides a graphic image of the congruent relationship among strategic planning initiatives and the University mission. This commitment to mission-driven institutional behavior is apparent in almost everything done at the University.

- As the [report](#) of the President on Program Review indicates, "relevance to the University's mission" was a primary factor in evaluating the University's operations.
- There is congruence between the mission and Drake Curriculum outcomes. Drake's [Mission Explication](#) details expected educational outcomes as they relate to the mission and delineates Drake's responsibilities to ensure that those outcomes are achieved. The [Mission Map](#) makes clear where each of these goals is addressed in curricular and cocurricular activities.
- Since 1996, Drake University's *Policy on Probation and Intercollegiate and Major Leadership Activities* ([Drake Catalog](#)) has required that any student must have a cumulative grade point average of 2.00 or better in order to represent the University in intercollegiate or major leadership activities. This includes but is not limited to intercollegiate athletics, mock trial competition, non-credit fine arts performances, elected student government positions, residence life positions, and student ambassador or peer mentor positions. Despite significant internal and external pressure for change, faculty and administration have upheld this policy.

**DRAKE UNIVERSITY'S MISSION SERVES AS THE FRAMEWORK WITHIN WHICH ALL POLICIES, STRATEGIES AND DECISIONS ARE DEFINED AND CARRIED OUT.**

- [\*The Drake University Language Acquisition Program\*](#) (DULAP), begun in 2002, is an innovative, highly effective approach to developing communicative competence in foreign languages. Aligning language-learning opportunities with institutional mission and student learning goals was one of the fundamental principles behind the design and implementation of DULAP.
- When the University develops and implements new programs, both academic and non-academic, decisions about those — at faculty/staff, administrative and Board of Trustees levels — must demonstrate how the proposed program contributes to fulfilling the University’s mission and strategic goals. In addition, Drake University periodically and systematically carries out external reviews of its academic and nonacademic programs. Relevance to the University’s mission is, again, a primary criterion in the review process. (See discussions in later chapters.)

Drake University’s rapidly expanding number of bilateral relationships with [\*partner institutions\*](#) in the [\*Chinese Cultural Exchange Program\*](#) demonstrates the importance of institutional mission to the decision-making process. We have established a number of exchange relationships for both students and faculty with Chinese universities, as well as collaborative programs with Southwest University of Politics & Law (the number three law school in China). These relationships, along with similar relationships with institutions in eight other countries, enable us to realize the mandate of the Mission Statement’s emphasis on “responsible global citizenship,” as well as to address specific objectives in [\*Goal IV of the Strategic Plan\*](#) that derive from this mandate.

At the same time, the University’s Mission Statement has guided the University in declining to participate in proposed exchange relationships inconsistent with the University’s focus and values, such as proposals to collaborate with overseas institutions that might provide significant sources of revenue, but that do not address the University’s programmatic foci or emphasis on excellence.

The University mission and strategic goals consistently guide decisions regarding new budgetary allocations. For instance, the commitment to maintaining “flexible learning and teaching facilities that can accommodate a variety of teaching methods, learners and educational goals,” identified in the *Mission Explication*, has been addressed in the renovation of 31 classroom spaces across the campus, installation of state-of-the-art learning technology in several dozen classrooms, and the \$4 million renovation of major laboratory and classroom space in Olin Hall in the past three years.

New budgetary allocations are based on the submission of [\*Strategic Initiative Proposals\*](#) (SIPs). These SIPs must demonstrate that the request (personnel, operational or capital) is relevant and important to the University’s *Strategic Plan*. Requests for new allocations are filtered through academic deans or nonacademic unit heads to the President’s Cabinet, which makes the final determination. At all levels of the process, the University’s *Strategic Plan* is the context within which decisions are made. Examples of SIPs that have been funded in the past few years include:

**THE UNIVERSITY  
MISSION AND STRATEGIC  
GOALS CONSISTENTLY  
GUIDE DECISIONS  
REGARDING NEW  
BUDGETARY ALLOCATIONS.**

- In 2006–07 a \$100,000 SIP grant was approved to support faculty acquisition of knowledge and skills related to assessment of student learning. Workshops on active learning, critical thinking, engaged citizen, assessment development and course development supported faculty work. Half of this funding has become permanent, to be used by the Associate Provost for Curriculum, Faculty Development and Assessment for ongoing development of the Drake Curriculum. (Goal I of the *Strategic Plan*)
- A SIP supported \$675,000 investment in Luminis, a content management system and online portal designed to increase and improve communications with all of the University's constituencies (Goal V of the *Strategic Plan*)
- SIP funding has supported improvement of Cowles Library science holdings

## 1E.2: BOARD OVERSIGHT TO ENSURE LEGAL, RESPONSIBLE, AND FISCALLY HONEST OPERATIONS

The [\*Bylaws of Drake University\*](#) identify the functions of the Board of Trustees:

*Its primary functions shall be policy making and sound resource management of the corporation (referred to in this and the following Articles as "University"). The Board shall further approve the general, educational and financial policies, and shall have the power to carry out any other functions which are permitted by these Bylaws or by the Articles of Incorporation, except as limited by law.*

The Board is highly attentive to these responsibilities: it works in an intensely collaborative manner with University staff and faculty to ensure that University operations are consistent with the law, our University responsibilities to our its various constituencies, and the principles of transparency and accountability. The Board also makes its expectations regarding these responsibilities clear to senior administrators responsible for carrying out University operations.

Minutes and agendas from Board of Trustees meetings provide concrete examples of the ways in which the Board carries out this responsibility. Board committees focusing on Business, Finance and Investment and on Audit pay particular attention ensuring that the University's financial operations are conducted appropriately and responsibly. The University follows generally accepted accounting principles (g.a.a.p) for all accounting and budgeting functions. The University and Board annually contract for an external audit of the University's previous year finances, and the [\*auditor's report\*](#) is posted on the University's Web site for public scrutiny. Drake's Board adopted a modified Sarbanes-Oxley policy in 2004 that ensures attention to ethical processes and procedures. Members of the Board of Trustees and Drake's senior administrators annually complete a conflict of interest form. To ensure that the University is in compliance with the law, our responsibilities and principles as an institution, and with the highest standards of practice, the University also conducts internal audits of operational units on an annual basis, with three to five major units selected for audit each year.

**1E.3: CONSISTENCY WITH STATE AND FEDERAL LAWS AND REGULATIONS**

The University is committed to operations consistent with local, state and federal laws and regulations and to standards of practice set by relevant professional associations. Supervisors and managers at every level (academic and nonacademic) are responsible for ensuring compliance.

Ultimately, the University's senior administration (the President's Cabinet) and the Board of Trustees are responsible for ascertaining and maintaining the University's compliance with applicable laws and regulations. They are assisted in this responsibility by various positions that have responsibility for ensuring compliance:

- Director of Human Resources—all laws regarding employment, benefits, and workplace issues (the current incumbent is an attorney);
- Controller—local, state and Federal tax laws and other financial regulations;
- Office of Environmental Health & Safety—OSHA, EPA, fire and safety codes, and other local, state, and Federal regulations regarding environmental issues, health and safety;
- Internal/External Audit—annual audits of University operations by an internal auditor (a function that is currently outsourced) and an external financial auditor ensure compliance with standards of practice and the law;
- Academic Deans—with standards and expectations of relevant professional societies and accrediting bodies;
- The Institutional Review Board and Institutional Animal Care and Use Committees—compliance with laws and policies related to human subject and animal research.

In addition:

- The University's practices regarding gift acceptance and gift planning (deferred giving) are governed by standards identified by the Council for the Advancement and Support of Education (CASE), and overseen by Board of Trustees committees and periodic audits
- The Compliance Officer for Athletics ensures that Drake conforms to regulations of the National Collegiate Athletic Association.

The University utilizes the services of a local law firm, Ahlers, Cooney, Dorweiller, Haney, Smith & Albee, PC, on a broad range of issues to ensure that all University operations are in full compliance with the law.

**1E.4: CLEAR AND FAIR POLICIES REGARDING THE RIGHTS AND RESPONSIBILITIES OF OUR INTERNAL CONSTITUENCIES**

University policy statements, adopted by Faculty Senate and approved by the Board of Trustees, identify central values, responsibilities and expectations that guide members of the Drake University community. These documents are applied consistently to internal constituencies. Among the most central is the Statement of Principles, adopted by the Faculty in 1992. It reinforces our collective commitment as an academic community to the free and open exchange of ideas and identifies those responsibilities crucial to preserving that core value.

Drake documents address a full range of issues relevant to the rights and responsibilities of students, faculty, staff and all other University constituents. These and other documents are available online and in published sources, including the Faculty Manual, Staff Handbook, Student Handbook, and Business Procedures Manual, thus maintaining

**THE STATEMENT OF PRINCIPLES...REINFORCES OUR COLLECTIVE COMMITMENT AS AN ACADEMIC COMMUNITY TO THE FREE AND OPEN EXCHANGE OF IDEAS AND IDENTIFIES THOSE RESPONSIBILITIES CRUCIAL TO PRESERVING THAT CORE VALUE.**

transparency and equity for all constituencies. Among these are statements about [teaching and classroom related responsibilities and relationships](#), [workplace policies](#), [instructional technology policies](#), [academic integrity](#), [Sexual and Other Discriminatory Harassment Policy](#), [Code of Student Conduct](#), the [Student Complaint Process](#), [University Closings](#), [Delays and Class Cancellations](#), [Campus Security](#) and [Travel Practices](#). Drake policy statements also support Federal and State regulations such as [Family Educational Rights and Privacy Act](#) (FERPA), [Health Insurance Portability and Accountability Act](#) (HIPAA) and [Reasonable Accommodation for Qualified Students with Disabilities](#).

### 1E.5: THE INTEGRITY OF DRAKE'S COCURRICULAR AND AUXILIARY ACTIVITIES

Cocurricular programming has a vital purpose in fulfilling the educational mission of Drake University, and those responsible for cocurricular initiatives have a profound awareness of their role in addressing institutional goals. While cocurricular programming occurs outside the classroom, it has defined learning outcomes or educational goals for intellectual development. The most important manifestation of the integral relationship between the curriculum and cocurriculum at Drake University is the fact that the Dean of Students and the entire Student Life division (including residence life, Greek life, student activities, etc.) report to the chief academic officer.

All cocurricular and auxiliary programs have oversight structures that ensure their integrity and their connection to the learning process. Examples include ([see fuller list](#)):

- [First Year Seminar \(FYS\) classes](#) are supported by and closely connected to co-curricular initiatives, including the [Welcome Weekend](#), [Peer Mentor/Academic Consultant \(PMAC\) Program](#), and First-Year Floors programming in the residence halls. The Vice Provost for Student Affairs and Academic Excellence provides oversight for FYS co-curricular programming with a student Peer Advisory Board (PAB) assigned to work collaboratively with staff and faculty; they assist in developing content as well as implementing and assessing FYS co-curricular programs.
- The [Engaged Citizen Experience](#) component of the Drake Curriculum emphasizes coursework and cocurricular experiences that challenge students to reflect critically on the social, economic, and political institutions and issues that will shape their choices as citizens. The Associate Provost for Curriculum, Faculty Development and Assessment, who works with the University Curriculum Committee (UCC), provides faculty and staff development opportunities with a focus on curricular offerings and cocurricular programming.

### 1E.6: DRAKE'S COMMITMENT TO EXTERNAL CONSTITUENTS

We recognize and value the fact that Drake University has a substantial public role that entails both responsibilities and opportunities. Two of the University's core values, as stated in [Drake University Strategic Plan 2001 – 2006](#), reflect the context of Drake's commitment to external constituencies:

- *Integrity*: our actions and interactions must be informed by fairness, equity, honesty, accountability, justice and mutual respect;

**COCURRICULAR  
PROGRAMMING HAS A  
VITAL PURPOSE IN  
FULFILLING THE  
EDUCATIONAL MISSION OF  
DRAKE UNIVERSITY...**

- *Citizenship*: we are prepared to participate in all of the communities in which we live — local, regional, national, and global; and we are committed to public service, the common good and personal growth.

We take these commitments very seriously in our relationships with external constituents and in our responsibilities to the community. Our commitment to openness and transparency extends to the community at large, and all information regarding University operations, plans and aspirations — except where constrained by law or considerations of personal privacy — is available to the public. For example, the President and other University administrators participated in many hours of community meetings before finalizing plans for renovation of Drake Stadium. In addition, Drake Neighborhood Association leaders were invited to participate in the Board of Trustees Building and Grounds committee’s yearlong deliberations on the University’s new Master Plan.

The University’s financial dealings with external constituents are governed by our own institutional commitment to fairness and openness, by the standards of ethical practice set by various professional organizations (e.g., NACUBO) and by our sensitivity to community culture and expectations.

#### 1E.7: ACCURATE AND HONEST REPRESENTATION

Drake University has a strong commitment to “telling our story” in a manner that is accurate and honest. We regularly make public presentations on major University issues and are committed to full disclosure (within the constraints of confidentiality) in responding to the media.

In such communications, all Drake publications are assessed regularly for accuracy in conveying the substance of the University. University principles and policies govern Drake’s external communication and marketing materials; the latter are also governed by professional codes and statements including those of the Council for the Advancement and Support of Education, the Public Relations Society of America, the American Marketing Association, and the International Association of Business Communicators.

Other measures that promote transparency, accuracy and honesty in public communication have been mentioned previously, such as posting of the University’s [audited financial statements](#) on the University’s Web site. In addition:

- The Associate Provost responsible for institutional research is charged with ensuring that all data and other information released to various governmental agencies, external organizations and institutions, and media are accurate, complete and consistent.
- Drake has committed to a high degree of transparency with institutional data. [Outcomes data](#) and general [institutional data](#) are available on the University Web site and we have participated in projects such as the [USA Today/NSSE initiative](#) making our NSSE scores publicly available. Drake participated in the pilot phase and full implementation of the National Association of Independent Colleges and Universities’ (NAICU) [University-College Accountability Network](#) project. The project provides [institutional data](#) for participating institutions that facilitate comparison of institutions through a single Web-based access point.

- Major reports routinely are made available on the Web site. For instance, in spring 2003, after a major campus incident with racial overtones, the president established a commission of internal and external members charged with fact-finding and recommendations regarding next steps; the commission's report was posted in full on the University's Web site and released to the media.
- Finance and compensation information are presented in annual public forums, including the annual town hall presentation on Drake's financial condition by the Vice President for Business and Finance and presentations on staff and faculty compensation by the Director of Human Resources and the Associate Provost/Director of Institutional Research.

Recently the President's Cabinet and Deans' Council have discussed how to identify additional information that could be provided to various constituencies, including prospective students and their parents. While we are confident that the information that Drake now provides to the public is accurate and honest, we do feel that we can work to provide more information and package that information in ways that specific constituencies find more comprehensible and useful.

#### 1E.8: TIMELY RESPONSE TO COMPLAINTS AND GRIEVANCES; PARTICULARLY THOSE OF STUDENTS

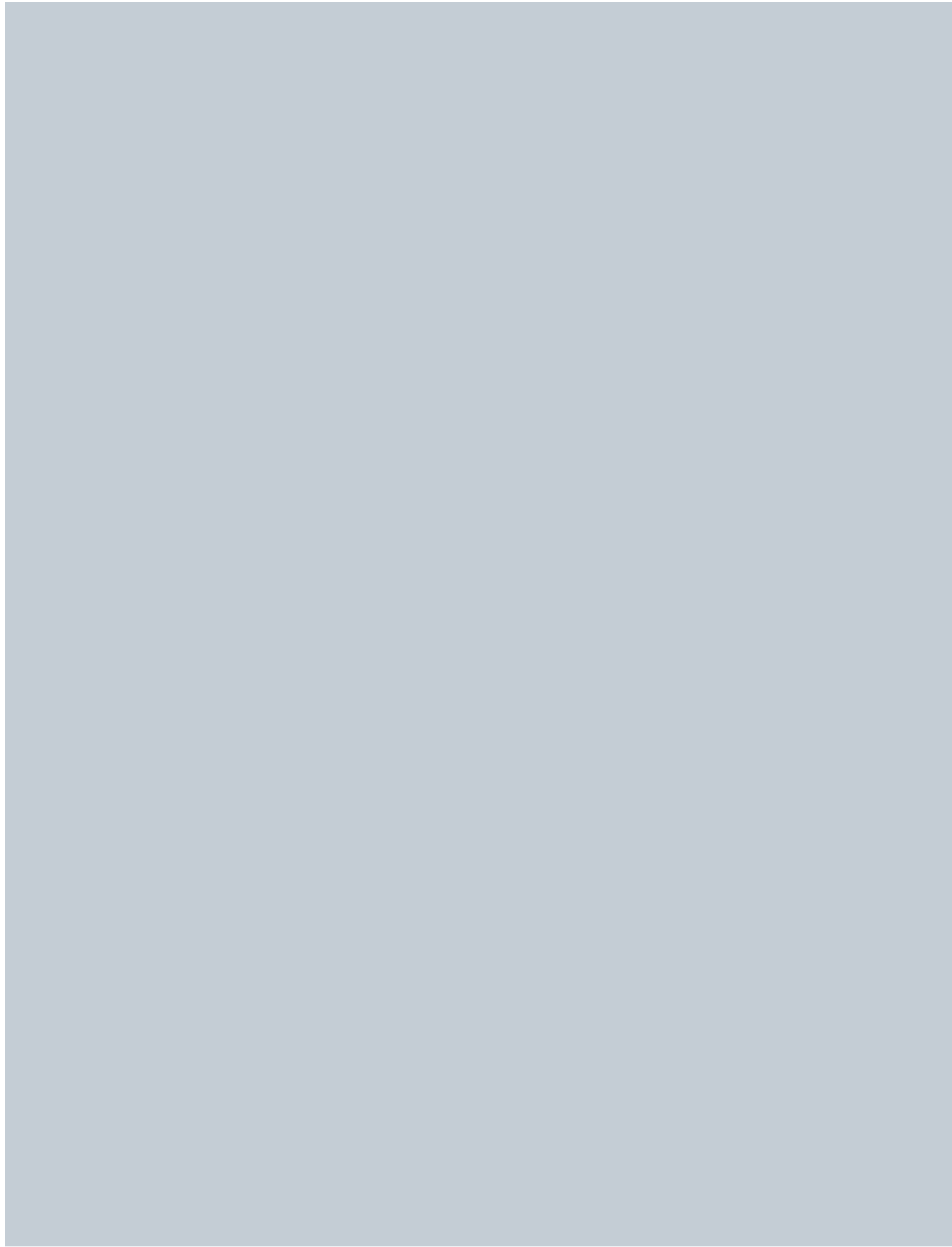
In addition to governmental laws, rules and regulations, Drake University is committed to ensuring that internal policies as well as grievance and complaint procedures are easily accessible to faculty, staff and students and that these policies and procedures provide expectations for timely response and resolution of complaints and concerns ([Faculty Manual](#), [Staff Handbook](#), [Student Handbook](#)). These policies are reviewed and revised periodically, incorporating input from faculty, staff and students to guarantee relevancy. In 2006, a committee consisting of faculty and staff reviewed and revised the sexual harassment policy and introduced an [Online Harassment Awareness Session](#) that replaced the traditional face-to-face staff development model. Because this approach adhered to established timelines for completion as well as an effective delivery method, it was deemed highly successful.

Consistent with our mission, Drake University welcomes opinions and feedback from faculty, staff and students about academic and class-related procedures and personnel as well as noncurricular policies, programs, services and personnel. This feedback helps to make changes that contribute to student success, development, and goal attainment. A self-assessment process during the fall 2006 semester revealed obvious inconsistencies in how student complaints were addressed in the academic and nonacademic departments. After obtaining input from students, staff and faculty about how to improve communication regarding complaint procedures, Drake developed its [Student Complaint and Appeal Resources and Procedures Web site](#) during the spring 2007 semester; this site provides information and access to policies and resources.

Faculty grievance procedures are outlined in college-specific handbooks and general procedures in the Faculty Manual present AAUP guidelines. Historically, the governing board, the administration and the faculty of Drake University have cooperatively developed and reached consensus on policies and procedures required to carry out the mission of the University. The [Academic Charter](#) is a product of that collaboration.

The *Drake University Staff Handbook* articulates an open door policy that encourages staff to discuss ideas, concerns or problems with their manager, their manager's manager or a human resources representative. All employees are welcome to provide ideas and input into University policies, procedures, events and initiatives by contacting the appropriate committee, administrator or other governing body. If employees feel they have been treated unfairly in violation of the Drake University nondiscrimination statement or the Harassment Policy they should immediately report their perceptions. The employee filing the complaint, and anyone who assists the person in the complaint process, are protected from retaliation for raising concerns.





# CRITERION 2: PREPARING FOR THE FUTURE



Drake University's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Drake University has a long history of effective planning. In the past few years, the University has become even more focused on comprehensive planning that ensures that the institution is preparing effectively for a future that is in many ways unforeseeable.

**CORE COMPONENT 2A:** Drake University realistically prepares for a future shaped by multiple societal and economic trends.

Though strategic planning has been ongoing at Drake University for many years, planning that has occurred since 2000 has been most significant in defining Drake's current status and its future. Since January of 2000 planning has been continual and mission-driven.

### 2A.1: PROGRAM REVIEW 2000

In January of 2000, Drake's new President announced "a year-long review process that will examine both academic and administrative programs. The initiative is part of a new long-range planning effort." This announcement initiated an intensive *Program Review*, planned and carried out by faculty, staff and students. In a little over more than a year, review procedures were developed, intensive program analyses completed and submitted, a multi-stage review and analysis of reports completed, recommendations about programs issued, and actions taken by campus governance units and the Board of Trustees.<sup>1</sup>

Every University program, academic and administrative, was reviewed. Each program prepared a self-review and analysis. Academic programs looked at essentiality (how the program assists in achieving the mission of the college/school and Drake University), quality, and cost-effectiveness. The administrative programs examined their importance to Drake, internal demand, quality and cost-effectiveness.

From the beginning expectations were clear that trends and other factors in the external environment must be part of the program review process. The President's Program Review Report (p. 2) noted:

[Summary Description of Program Review Process](#)

[Program Review Web site](#)

**Also see Business Officer, NACUBO, April 2007 in the Resource Room.**

<sup>1</sup>Drake's governing board was the *Board of Governors* prior to 2000 when it became the *Board of Trustees*.

**THE PRESIDENT'S  
PROGRAM REVIEW  
REPORT MADE CLEAR  
THAT DRAKE HAD  
EMBARKED ON A  
NEW ERA OF PLANNING  
AND ESTABLISHED  
PRINCIPLES FOR  
MOVING FORWARD.**

*The broad purpose of the Program Review Initiative is quite basic in its articulation, though extremely complex in its realization: Program Review is intended to position Drake University to address the challenges of the 21st century—not simply to meet those challenges but to manage them and to turn them into opportunities.*

In addition to the internal criteria, every academic and administrative program was required to provide evidence of external demand and complete opportunity analysis. Academic programs were asked to “identify trends and other information that suggest current unmet demand or future demand for your program and the opportunities that exist for program development.” They were asked to consider and collect data related to “trends in the external environment” that would impact their programs, as well as to look at innovative and collaborative opportunities.

Based on these analyses, a recommendation to enhance, maintain, reduce and/or restructure, or possibly eliminate, was made for each program and submitted these to the Review and Priorities Advisory Committee (RPAC). All recommendations were reviewed and deliberated by the Committee and their recommendations were submitted to the President’s Advisory Committee, which developed its own set of recommendations. In January 2001, President Maxwell issued his ninety-nine page [Program Review: Report of the President](#) that included recommendations for the future of each academic and administrative program in the University.

The *Drake University Academic Charter* ([Section VIII:D](#)), clearly establishes policies and procedures, grounded firmly in AAUP principles, for program review and elimination. Consistent with these, all RPAC recommendations for academic program discontinuance were submitted to the Faculty Senate, which voted to accept some and reject others. The Board of Trustees then acted [on recommendations to discontinue programs](#). Ultimately, the process resulted in eliminating some programs, restructuring, modifying or enhancing others, and reconfiguring many service and administrative areas. [A Multiyear Financial Plan](#) for implementing Program Review recommendations provides details of the financial savings accrued from Program Review and has been integrated into the University’s annual operating budget.

The President’s Program Review Report made clear that Drake had embarked on a new era of planning and established principles for moving forward. Introductory comments noted that in addition to being institution-wide, Drake’s Program Review was distinguished by being mission-driven, strategic, comprehensive, contextual, community-driven and by its demand that programs be prioritized. The report cited dramatically shifting demographics, technology and access to knowledge, the cost of higher education, and under-prepared students as challenges that confronted higher education nationally and Drake University specifically.

Program Review established Drake University as an institution that consistently evaluates every program in terms of its support for the University mission, focuses its resources on established University priorities, makes strategic decisions grounded in ongoing analysis of objective data and environmental scanning, is more flexible and agile in responding

appropriately to changing conditions, and has systematically addressed and improved equity for faculty and staff.

## 2A.2: THE DRAKE UNIVERSITY STRATEGIC PLAN 2001-2006: GOALS FOR THE FUTURE

In addition to recommending disposition of review proposals, the Review and Priorities Advisory Committee (RPAC) was charged with assisting the President to develop a Strategic Plan. In October 2001 [\*Drake University Strategic Plan 2001-2006\*](#) was completed.

The strategic plan preface recognized both internal and external challenges, and the need for ongoing “evolutionary” change. It clearly noted the impact that external factors would have on the future of the University (page 2):

*...our perspective cannot be focused solely on the internal—more than anything, a successful plan must not only take into account a set of critical factors that affect the institution’s ability to achieve its goals and prepare the institution to respond to changes in those factors, but ideally it must comprise a set of strategies to manage those external factors to the greatest extent possible, and to exploit them in ways that bring benefit to the University.*

**THE STRATEGIC PLAN PREFACE RECOGNIZED BOTH INTERNAL AND EXTERNAL CHALLENGES, AND THE NEED FOR ONGOING “EVOLUTIONARY” CHANGE.**

Among societal and economic trends cited as challenges were student demographics, increasing competition, the rapidly changing racial and ethnic profile of America and the Midwest, technology and the philanthropic environment.

With these and other challenges in mind, the 2001-2006 *Drake University Strategic Plan* set forth objectives, strategies and tactics to achieve five goals:

**Goal I:** Ensure the excellence, currency and appropriateness of academic programs

**Goal II:** Improve and sustain the financial strength of the University

**Goal III:** Recruit and retain faculty and staff of the highest quality

**Goal IV:** Ensure that Drake students, faculty and staff are able to function effectively as members of diverse local, national and global communities

**Goal V:** Improve relationships and communications with University’s key constituencies (students, faculty, staff, boards, alumni, prospective students and their parents, friends, community, state and nation)

These goals were defined as essential for fulfilling Drake’s mission and addressing the vision that the University “will enhance its position as a premier comprehensive university in the Midwest and as a national leader in higher education for learning, faculty roles and public service.”

**Drake University Strategic Plans**[\*Drake University Strategic Plan 2001-2006\*](#)[\*Drake University Strategic Plan 2003-2008\*](#)[\*Strategic Plan Update – June 2004\*](#)[\*Strategic Plan Update – January 2006\*](#)**College and School Strategic Plans**[\*Arts and Sciences\*](#)[\*Business and Public Administration\*](#)[\*Education\*](#)[\*Journalism and Mass Communication\*](#)[\*Law\*](#)[\*Pharmacy and Health Sciences\*](#)**Non-Curricular Unit Strategic Plans**[\*Academic Success\*](#)[\*Admission and Student Financial Planning\*](#)[\*Alumni and Parent Programs\*](#)[\*Business and Finance\*](#)[\*Cowles Library\*](#)[\*Human Resources\*](#)[\*Information Technology\*](#)[\*Intercollegiate Athletics\*](#)[\*Student Life\*](#)

*The Strategic Plan* mandated that Drake's core values of *excellence, learning, integrity, citizenship* and *fiscal responsibility* would guide planning. It further specified that the result of planning must be "implementation of an infrastructure and an institutional behavior that is strategic in nature and that manifests itself in an ongoing planning process."

Tasks related to each objective were assigned to specific individuals or offices. Budgets and sources of funds were identified as appropriate, and target finish dates were specified. Those documents are updated regularly with information about progress or completion of tasks. Since 2001, every University unit has updated or developed a unit strategic plan that supports the University Plan, and in 2003 the University updated its Strategic Plan.

Since 2002, the University has engaged in rigorous activities to ensure that all University constituencies are planning effectively to maintain Drake's exceptional learning environment. The *Drake University Strategic Plan 2001-06* and its successor [\*Strategic Plan 2003-08\*](#) have been pivotal in every discussion of direction, allocations and planning, successfully guiding the University to assess possibilities carefully and plan accordingly.

In 2002, the Board of Trustees and Faculty Senate approved a new *Mission Statement*. The new statement evolved from discussion related to strategic planning and from an emerging sense of change in the University. Since then, the *Mission Statement* and the *Strategic Plan* have become the reference points for all planning and decision making.

*Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The Drake experience is distinguished by collaborative learning among students, faculty, and staff, and by the integration of the liberal arts and sciences with professional preparation.*

As our mission became more tangible in the life of the University, a need arose to better understand how the University fulfills the promise of its mission and to facilitate efforts to make the mission permeate all that occurs at Drake. This awareness led in 2004 to developing the [\*Mission Explication\*](#) in 2004. As noted in Criterion 1A, the explication was developed collaboratively and adopted initially in 2005 and revised in January 2006. It is a living document referenced constantly in planning. Together, these three documents — the Mission Statement, the Strategic Plan and the Mission Explication — have strengthened Drake as a mission-driven institution.

**2A.3: DRAKE'S STRATEGIC BUDGETING**

Drake University has developed systematic and strategic budgeting practices that support its mission and strategic plan.

**2A.3a: THREE-YEAR BUDGET MODEL**

In April 2004, the Board of Trustees approved a balanced budget for FY05, successfully completing the University's 5-Year Budget Plan. This Budget Plan focused on implementing

the Program Review recommendations and eliminating deficit-operating budgets. In fall 2004, the Vice President for Business and Finance proposed development of a new strategic, 3-year model to guide the University's budget planning for FY06 through FY08. The new 3-Year Budget Plan provided an opportunity for the University to rethink its overall budget process. In doing so, the new budget directed Drake's resources toward fulfilling the institutional priorities set forth in the Mission Statement and the Strategic Plan. In a realistic and comprehensive financial projection, it brought together the five goals of the Strategic Plan that focused on academic quality and fiscal sustainability, ensuring that the future vision for Drake would be realized. In addition, the new budget plan increased departmental autonomy and accountability for budget management and budget results.

The stated goals for the *3-Year Budget Plan* (for FY06, FY07, and FY08) were to:

- align budget resources with strategic planning and institutional priorities;
- encourage revenue generation;
- ensure good stewardship of institutional resources;
- improve the fiscal health of the institution for the longer term.

The planning document emphasized the strategic nature of budgeting, noting that "resource allocation should be a quantitative reflection of the strategic plan and institutional priorities. Budget allocations should not be based on where we've been, but rather on where we are going."

Some unique features of this *3-Year Budget Plan* included:

- Introduction of SIPs (Strategic Improvement Plans) as a means of funding new strategic initiatives and programs
- Opportunity for multiyear resource commitments
- Gain-sharing opportunities
- Public accountability regarding unit budget results

The presentation format for the 3-Year Budget followed generally accepted accounting practices (g.a.a.p.) and National Association of College and University Budget Officers (NACUBO) standards, but was supplemented with two additional schedules. These supplemental schedules linked both operating and capital budget resource allocations directly to the University's Strategic Plan goals and priorities. The schedules were presented in a multi-year format, color-coded by budget year.

The University's commitment to translate the Strategic Plan into financially supported actions is clearly evidenced in these budget documents. Multiyear budgets continue to be developed, shared with the *Board of Trustees, faculty and staff* and other constituents, and used to guide all budgeting decisions. (See *Spring 2007 4-year Budget*.)

### 2A.3b: STRATEGIC IMPROVEMENT PLANS

In 2005, Drake University initiated a procedure for funding *Strategic Improvement Plans (SIPs)*. In an effort to align strategic planning with budget, each college/school and all major

### Supplemental Schedules

[\*Strategic Planning Goals for FY06-FY09  
Capital Budget\*](#)

[\*Strategic Planning Goals for FY06-FY09  
Operating Budget\*](#)

administrative units were offered the opportunity to submit funding requests linked to their respective unit's strategic plans. The SIPs were given funding priority over and above any other requests for budget increases (excluding compensation and benefits and certain other uncontrollable, but necessary, cost increases). Approved SIPs were granted budgetary funding on a multiyear basis, as needed. SIPs were submitted as part of the University's budget process and were reviewed and discussed by the President's Cabinet, which made the final funding decisions.

Several examples of projects funded by SIPs were described in Criterion 1E. In addition, SIPs have funded:

- Business continuity/disaster recovery plan for Information Technology
- Start-up costs to explore and implement a new health science major
- Electronic security for Drake parking lots

#### 2A.4: DRAKE'S CAMPUS MASTER PLAN: A REFLECTION OF LONG-TERM STRATEGIC GOALS

As other planning progressed, the need for a revised<sup>2</sup> Campus Master plan that reflected the University's new strategic direction became apparent. In the summer 2004, Zimmer Gusul Fasca was selected to guide the development of the Master Plan. Campus input was sought through open town meetings, discussions with key administrators, city and neighborhood officials, and Board members. In addition, the proposed plan was posted on the web. On June 25, 2005, the Board of Trustees approved the final plan. As stated in that plan:

Campus Master Plan Report

Campus Master Plan Poster

Campus Master Plan

Update –May 2007

Campus Master Plan

Update – September 2007

*This campus master plan was necessarily directed by long-term strategic goals, since its purpose is to accommodate the needs of future generations of students, as well as redressing more obvious deficiencies of the present. Drake's Strategic Plan has done much to identify those goals, and from it, specific objectives have emerged — attainable improvements that can be woven into the fabric of the campus.*

The "Approach" introduction to the master plan clarifies that both the mission and the strategic plan are central to the campus planning:

*The Strategic Plan provided a mission-based direction for the campus master plan, but the specifics of planned facilities improvements were drawn from the knowledge and aspirations of those who comprise the University.*

Five goals identified for the plan were used to test the relevance and appropriateness of each idea that emerged. First among these was to ensure that the master plan "will enhance the academic and student life programs of the University in the years ahead, and will enable it to continue to grow as a center for higher learning for generations to come." Another goal was to "strengthen the community of resident students and contribute to the increasing vitality of the neighborhood."

<sup>2</sup> Previous plans were developed in 1947, 1967 and 1996.



Regular reports from the Vice President of Business and Finance have documented progress on implementing the *Campus Master Plan*. The September 2007 [Campus Master Plan Update](#) details Drake's progress on each project identified in the plan.

## 2A.5: STRATEGIC ENROLLMENT AND REVENUE PLANNING

In June of 2005, in response to several sections of the *Strategic Plan* the Strategic Enrollment and Revenue Plan (SERP) Steering Committee was formed. Strategic Plan 2003–08 calls for excellence, currency and appropriateness of academic programs (Goal 1), and improving and sustaining the financial strength of the University (Goal 2). Goal 2 calls for increasing non-undergraduate net tuition revenues; developing net revenue-sharing incentive plans for faculty/staff, departments and colleges for program development; and identifying, developing and expanding distance learning opportunities. Goal 5 focuses on improving relationships and communications with University constituencies and specifies that we initiate and support partnerships with local organizations and institutions.

In response to these strategic goals and objectives, subcommittees were formed that examined enrollment; housing; facilities; retention and graduation; potential for new undergraduate, graduate and non-degree programs; and other factors. These discussions began with one fundamental assumption that derived from discussions related to Program Review, the strategic planning process and enrollment capacity discussions with the Board of Trustees ([SERP Progress Report](#)):

*Given the demographic challenges of our primary undergraduate enrollment area, the inherent difficulties of creating new, more distant markets, and our conviction that we are approaching both maximum desired size and maximum capacity, it is unlikely that undergraduate enrollments will be a source of significant additional revenue (beyond annual increases in tuition and a hoped-for lowering of the discount rate). However, it is likely that there are other productive sources of revenue consistent with the University's mission and strengths, and which will enable us to not only support fulfillment of our Strategic Plan objectives, but will subsidize the University's core undergraduate program and enable us to continue to minimize the cost to our students and their families.*

Five subcommittees, formed to undertake the planning process, were charged with the following tasks in their respective areas of focus:

- External environmental scan
- Assessment of Drake's strengths and weaknesses
- Identification of opportunities for increased enrollment/revenue consistent with the University's mission, goals and strengths

## DRAKE UNIVERSITY HAS PLANNED DELIBERATELY FOR NATURAL AND OTHER EMERGENCIES AND FOR EVENTS THAT MAY NOT EASILY BE FORESEEN.

The recommendations in the January 2006 *Progress Report* provided the basis for planning and actions during 2006–07 and 2007–08. Among, recommendations that have been implemented are:

- The recommendation that “New programs should bring new students to Drake, not subdivide current programs” led directly to development of the new Health Sciences major.
- A recommendation for a sophomore year experience was followed by Faculty Senate adoption of enhancements being implemented for the *Engaged Citizenship* component of the Drake Curriculum.
- A recommendation to explore new graduate program opportunities led to collaboration of the School of Journalism and Mass Communication and the College of Business and Public Administration to launch the MA in Communication Leadership.
- A SERP recommendation that the Center for Professional Studies develop programs for individual organizations led to expansion of non-degree programs offered to Principal Financial Group, Meredith Publishing and Hubbell Realty.
- Consistent with the recommendation to expand use of facilities during the summer, *Quantum Learning Network*, an academic camp, is being brought to Drake University during summer 2008.

### 2A.6: CONTINGENCY PLANNING

Drake University has planned deliberately for natural and other emergencies and for events that may not easily be foreseen. In 2005, the University established a full-time Environmental Health and Safety Specialist position. This person, responsible for designing and implementing safety policies, ensures that Drake complies with all State and Federal regulations, and serves as a primary resource for questions regarding safety policies. The [\*Environmental Health and Safety Department\*](#) provides support for all University units and makes [\*environmental health\*](#) and [\*safety\*](#) policies available on the web.

The *Task Force on Emergency Preparedness and Response* met during summer 2007 to assess Drake University’s needs in relation to emergency preparedness. The resulting updated [\*Drake University Emergency Response Plan\*](#) has multiple goals: to ensure provision of a safe work and educational environment for Drake faculty, staff, students and visitors; to protect their safety in the event of an emergency; and to specify response policies and procedures for Level 1, 2, and 3 emergencies and pandemic illness. The Response Plan has also refined procedures for notification of emergencies, including widespread distribution of weather radios. Appendices provide detailed information concerning types of emergencies and appropriate responses.

Efforts are being made to develop and maintain awareness of appropriate emergency procedures. These efforts have included:

- a statement distributed to faculty and staff members that emphasizes the importance of notifying the proper authorities of crimes and seeking the appropriate help for troubled students

- sections of the plan, such as Electrical Power Outage Emergency Procedures, distributed at appropriate times on campus
- consistent review of other emergency procedures, such as the *Drake University Business Continuity Plan* for technology (discussed in Criterion 2B)
- procedures and policies circulated on the campus
- tornado shelters designated on campus reviewed and revised in April 2007

### 2A.7: A NEW PLANNING STRUCTURE: STRATEGIC POSITIONING INITIATIVE, 2006–08

As the Criterion 2 Committee considered Drake's planning for the future, the lack of an institutionalized planning procedure became apparent. Many of the planning procedures described above depended upon the initiative of particular University leaders. After discussion with various groups, the Committee concluded that Drake should develop a set of procedures, independent of specific individuals, to guarantee that systematic planning would continue. They were then asked to propose such procedures.

The Committee first developed [Strategic Planning Guidelines](#) that were reviewed and adopted by the *President's Senior Advisory Council*. They establish a set of expectations for regular review and updating of unit strategic plans.

The Committee then developed a proposal for an all-University planning cycle. A guiding principle in development of this proposal was the desire to maintain institution-wide responsibility for and involvement in planning, ensuring that Drake continues to bring together faculty, staff, students and Trustees to discuss strategic issues. In spring 2006, the [proposal](#) was endorsed by the President's Cabinet, Faculty Senate, All-staff Council and the Student Senate.

The new *Three-Year Planning Cycle* specifies that during the first year, all units carry out environmental scans (see 2A.6d below) and prepare white papers (see 2A.6e below) to be presented and discussed at a Summer Futures Conference (see 2A.6f below). The following fall semester a [Planning Council](#) of faculty, staff and students, chaired by the President, is charged to develop a new or update the current *University Strategic Plan*. The Council is formally reconstituted every three years and exists only for one year of the planning cycle. During the spring of the second year the new strategic plan is implemented.

#### 2A.7a: THE 2006–08 STRATEGIC POSITIONING INITIATIVE

The new planning cycle was initiated during the 2006–07 academic year as the [Strategic Positioning Initiative](#). The 2006–07 initiative has been grounded in the 2005 [Drake University: Vision 2025](#), augmented by the shorter [Drake University 2012](#). This nearer term vision document, prepared during fall 2006 by President Maxwell in consultation with various constituencies, echoes the themes of the Drake Mission: it recognizes Drake's role in the greater society the University serves, its aspirations to create a national model for global education and its commitment to a diverse student population by being financially affordable.

**2A.7b: REVIEW OF THE ADMINISTRATIVE STRUCTURE**Drake Raytheon Presentations

Three Raytheon Corporation senior staff members were invited to visit Drake in November 2006 to provide a “business perspective” on Drake’s administrative structure and procedures. After reviewing many documents and interviewing senior administrators, the team raised several questions for Drake to consider about its current structure. Since that time, Drake has used problem-based teams to address issues such as the fall 2007 enrollment spike, parking and salary planning. During this planning year, the University continues to reference their suggestions.

**2A.7c: FUTURES SPEAKER**

On January 18, 2007, in conjunction with a meeting of the Board of Trustees, Erik Peterson, Senior Vice President of the Center for Strategic and International Studies, made a presentation on “Seven Revolutions” that are shaping the world. All faculty, staff, and Board of Trustees members were invited to attend. The following morning Erik Peterson discussed with Board members future trends and their implications for higher education.

**2A.7d: ENVIRONMENTAL SCANS**

Guidelines were provided for completing environmental scans to identify and review “trends and factors in the environment outside of the institution that are likely to affect the unit in the future.” Scanning Reports were submitted by all University units by January 12, 2007, and made available on Drake’s blueView Portal to all members of the Drake community.

**2A.7e: WHITE PAPERS**

Each unit was charged with preparing a white paper by May 31, 2007, using information garnered from the environmental scans, to be presented at the 2007 Summer Futures Conference. The white papers had several objectives: to present visions for the future; discuss implications and opportunities identified in the environmental scans; propose future initiatives; discuss possible collaborations and joint endeavors; and identify existing practices or activities that, according to the environmental scans, could be phased out or curtailed to create resources for innovation. These papers were made available to the Drake community on Drake’s blueView Portal.

**Futures Conference Presentations**Opening CommentsAcademic DivisionAdmission and Financial AidBusiness and FinanceAlumni and DevelopmentAthleticsMarketing and CommunicationsClosing Comments**2A.7f: SUMMER FUTURES CONFERENCE**

For many years Drake has held a summer President’s Planning Retreat in which senior administrators, members of the Faculty Senate and Student Senate, Trustees and others (dependent on topic) have participated. The 2007 Futures Conference extended this tradition to include all faculty and staff, all members of the Student Senate, and all members of the Board of Trustees. The agenda for the Summer Futures Conference was built around summary presentations of white paper proposals followed by group discussions and reactions. To promote interaction among the various constituencies represented at the conference, the

approximately 175 attendees were seated in groupings that maximized interaction across the various constituencies represented at the conference.

### 2A.7g: PLANNING COUNCIL

The [Faculty Senate](#) approved Planning Council, chaired by the President, is comprised of ten faculty members elected by the faculty, the President's Cabinet, two students and other representatives selected by the President and the Faculty Senate Executive Committee. The Planning Council convened in fall 2007, working on development of a new strategic plan<sup>3</sup> based on the white papers, Futures Conference discussion, Drake's Mission, the [Drake University: Vision 2025](#) and [Drake University 2012](#).

**CORE COMPONENT 2B:** Drake University's resource base supports its educational programs and its plans for maintaining and strengthening its future quality.

Drake University has a rich reservoir of financial, physical and human resources. In recent years the University has planned carefully to ensure that these resources are stable and allocated to support its educational programs; ensuring that Drake is a premier university in 2025.

[Drake University: Vision 2025](#) identifies several characteristics that will be the hallmarks of the future Drake University. These characteristics include:

- Financial resources sufficient to achieve Drake's mission and managed in an open, responsible, and responsive manner
- An administrative structure and operating behavior that enable a consistently strong, flexible and appropriate response to changing conditions
- A physical plant that supports excellence in teaching and learning, facilitates the true integration of student life into the learning experience and provides a safe, attractive living environment for students.

As this chapter indicates, Drake University of 2007–08 already has achieved considerable success relative to these goals.

### 2B.1: STRATEGIC STRENGTHENING OF RESOURCES

As discussed, Drake University has focused in recent years on developing, implementing and using planning and evaluation processes that will ensure that we fulfill our mission. As articulated in Component 2B, the University's resource base must support such plans. In order to achieve this goal, the University's resource base must be sufficiently large to support its plans and allocations must be guided by the University's mission and strategic plan.

<sup>3</sup>This strategic planning process is ongoing as this report is written. Additional information will be available in the Resource Room.

## THE STRATEGIC PLAN THAT EMERGED FROM DRAKE'S PROGRAM REVIEW FOCUSED ON THE IMPORTANCE OF DEVELOPING AND SUSTAINING RESOURCES TO SUPPORT A QUALITY INSTITUTION.

### 2B.1a: STRATEGIC PLAN 2001-06

The strategic plan that emerged from Drake's Program Review focused on the importance of developing and sustaining resources to support a quality institution. Among the five core values that guided the strategic plan was fiscal responsibility:

*...the University operates with funds that have been entrusted to us by others — we have a moral and ethical responsibility to ensure that those funds are used in ways that are consistent with the University's priorities; the importance of organizational efficiency, financial strength and effective stewardship of the University's resources.*

A discussion of challenges that prefaced the plan included the following paragraph on budget:

*[We] must bring the operating budget into alignment, so that expenses are consistent with income (at a 5% drawdown from endowment income); we also need to ensure that our resources are allocated in a manner consistent with the University's goals and priorities.*

The plan also identified resource challenges in the following areas:

- *Campus environment and quality of student life*: the need to upgrade residential accommodations and the appearance of the campus;
- *Technology*: the need to secure the infrastructure to support teaching and learning as well as administrative needs; and
- *Philanthropic environment*: the impact of external market factors such as the stock market and competing fundraising projects in the Des Moines area.

The goals and objectives included many fiscal references, and several strategies acknowledged the need for greater resources. Among these:

- Goal 1, Objective 1, Strategy b: "Develop and implement long-range plan to address facilities and equipment needs in support of teaching, learning and research."
- Goal 2 focused on the need to "Improve and sustain the financial strength of the University."

### 2B.1b: FISCAL RESPONSIBILITY

Drake University is committed to fulfilling its academic mission through budgeting procedures that ensure long-term success and financial health: the strategic allocation of resources to fund University priorities and the application of sound fiscal policies and practices. Financial objectives are set and measured on an annual basis.

#### 2B.1b.1: Systematic and Conservative Budget Procedures

Since approximately Fiscal Year 1999, the University has employed specific budgetary techniques to improve its overall bottom line and restore its fiscal health. Cautious

enrollment projections in particular have contributed to excess revenues necessary to close the deficit gap as illustrated in the [Key Financial Indicators Report](#) for 2000 to 2007.

In addition, Drake exercises caution by overestimating unpredictable budgetary expenditures; through careful monitoring of key budget “drivers”, and prudent budgeting that includes contingency planning. Endowment spending has been held fairly flat for several years. In 2001 the University shifted to a generally accepted accounting practices (g.a.a.p.) budget format. An improvement in Drake’s financial situation has accompanied increasing sophistication and detail of its planning processes.

### 2B.1b.2: Measurable Financial Objectives

In the past several years, the budgeting focus has been on meeting six annual (and measurable) financial objectives viewed as key indicators of institutional fiscal health. Those objectives are to:

- a) Achieve balanced operating results. The Board of Trustees’ stated goal is to achieve a surplus of 2% of operating revenues no later than FY09.
- b) Generate an increase in net assets. A sub-objective is to increase unrestricted net assets equal to or greater than 5%.
- c) Produce positive cash flow.
- d) Meet/exceed debt covenants.
- e) Exceed investment benchmarks.
- f) Receive an unqualified audit opinion.

The actual outcomes related to these six objectives are reported to the Board of Trustees and the campus community each October. Beginning with FY06, the results also were reported on the [Business and Finance Web site](#).

### 2B.2: FINANCIAL RESOURCES FOR DRAKE’S FUTURE

Drake’s total budget picture demonstrates steadily improved fiscal health over the past seven years, with a bottom line increase of almost \$7.3 million. In FY01, the University had a \$4.5 million deficit. While budget plans for FY01 through FY04 were for deficit spending, in each of these years Drake performed better than budgeted. FY04 was the final year of deficit budgets. As Table 2.1 below demonstrates, in 2007 Drake finished its third year of a balanced operating budget with an overall operations surplus of \$2.7 million.

On May 31, 2007, Drake University’s assets totaled \$411 million and liabilities totaled \$147 million, resulting in net assets of \$264 million.

**Table 2.1: Budget to Actual Results (in 000s)**

	FY01	FY02	FY03	FY04	FY05	FY06	FY07
<b>Budget</b>							
<b>Target</b>	-\$5,269	-\$5,080	-\$3,422	-\$1,354	\$102	\$62	\$500
<b>Actual</b>							
<b>Result</b>	-\$4,547	-\$2,610	-\$1,686	- \$576	\$337	\$1,380	\$2,729

Drake University relies on many sources of revenue including tuition, gifts, endowment income, grants and auxiliary enterprises.

### 2B.2a: TUITION

Net tuition revenue (gross tuition less institutional financial aid) has increased 57% since FY00. The [10-Year Tuition History](#) with an average increase of 4.3% over the 10 years demonstrates Drake's implementation of a policy of limiting tuition increases. The University thus offers high quality education for a reasonable cost, accessible to a wide population who might otherwise be unable to afford it. The many efforts to control tuition while increasing quality are outlined in a [letter](#) from President Maxwell to U.S. Senator Charles Grassley in December 2006 written for presentation to the Senate Finance Committee. As noted in the Self-Study Introduction, the success of efforts to provide an affordable education has been affirmed by Drake's placement as fifth on *U.S. News & World Report's* list of "Great Schools, Great Prices," and inclusion in *Peterson's Guide to Competitive Colleges* and *Barron's 300 Best Buys in College Education* rate Drake as one of today's best values in higher education.

### 2B.2b: ENDOWMENT

Endowment market value has been volatile over the past several years, due primarily to changing market conditions since 9/11. In FY00 negative operating returns were masked by positive investment returns. Although negative market returns in FY01 through FY03 adversely affected Drake's net assets, more recently and most significantly, the endowment has shown steady growth, valued at more than \$153 million on May 31, 2007.

(See Table 2.2)



As recently as 1998 Drake University's endowment spending rate was 11%. This decreased steadily, down to 6% in 2004 and to approximately 4.5% — below the NACUBO target rate — in FY07. This trend occurred when endowment earnings were relatively low and the investment market was suffering the effects of 9/11. Nevertheless, with the increased value of its endowment fund, the University was able to make progress on various strategic initiatives, including improvements to the campus physical plant and the salary initiative.

**Table 2.2: Endowment Market Value, May 31, 1998–May 31, 2007**

	Value	Change
1998	\$86,258,000	
1999	\$103,485,000	+20%
2000	\$118,525,000	+14.5%
2001	\$114,323,000	-3.5%
2002	\$105,156,000	-8.0%
2003	\$99,223,000	-5.6%
2004	\$106,412,000	+7.2%
2005	\$116,968,000	+9.9%
2006	\$128,768,000	+10.1%
2007	\$153,336,000	+19.1%

### 2B.2c: GRANTS

Drake University receives approximately \$10 million annually in grant funding, a significant amount for an institution of its size. Compared to other ANAC institutions where public service is 1% to 2% of their operating budgets, Drake's public service grant dollars are significant, representing approximately 10% of the total operating expenses. This is due primarily to federal, state and local grant support of approximately \$6.5 million a year received by Drake University for Head Start. In addition to the Head Start funds, the Drake faculty is increasingly successful in securing funding from government and private foundation sources.

### Drake University External Grants

[\*Fiscal-Year 04\*](#)

[\*Fiscal-Year 05\*](#)

[\*Fiscal-Year 06\*](#)

[\*Fiscal-Year 07\*](#)

### 2B.2d: GIFTS

Fundraising at Drake University, like fundraising across the country, has been a challenge. Among factors contributing to the downturn in giving since 9/11 is a national philanthropic preference for restricted gifts. Despite this, Drake has met with fundraising success. As noted in section 2B.2b, the endowment has almost doubled since 1998. Efforts to increase unrestricted Annual Fund gifts have been met with incremental success. While unrestricted gifts are relatively flat, donor-restricted operating gifts are growing.

Drake University has been relatively successful in raising funds for targeted projects. Its focused campaign, beginning in 2004, to raise funds for renovation of Drake Stadium was particularly successful: gifts and pledges for the Stadium project totaled \$14.7 million. All

pledge commitments are being met, and all payments have been timely. As of October 31, 2007, only approximately \$1.7 million in pledges to the Stadium remained outstanding. In addition, Drake has been fortunate as a result of various historical planned giving efforts to receive significant bequests in recent years. It is the policy of Drake's Board of Trustees that all bequests in excess \$25,000 be deposited into the endowment fund (even if the bequest itself does not specifically state such). Table 2.3 provides a summary of fundraising over the past six years.

**Table 2.3: Drake University Gifts Received, 2002 – 07**

	FY 02*	FY 03	FY 04	FY 05**	FY 06	FY07***
<b>Unrestricted Annual Fund</b>	\$3,031,718	\$2,703,401	\$2,422,743	\$2,836,607	\$3,076,467	\$2,997,174
<b>Restricted Operating</b>	\$3,936,968	\$1,545,548	\$1,733,152	\$2,164,937	\$2,413,448	\$3,890,304
<b>Estates to Endowment</b>	\$815,222	\$896,430	\$386,984	\$64,263	\$342,847	\$553,423
<b>Restricted Capital Gifts</b>	\$2,257,148	\$2,864,257	\$1,133,280	\$10,666,436	\$2,905,659	\$1,870,945
<b>Endowed Gifts</b>	\$1,777,386	\$1,279,293	\$1,701,034	\$8,926,681	\$4,182,234	\$7,454,510
<b>Total</b>	<b>\$11,818,442</b>	<b>\$9,288,929</b>	<b>\$7,377,193</b>	<b>\$24,658,924</b>	<b>\$12,920,655</b>	<b>\$16,766,356</b>

\*FY02: the last year of a fundraising campaign.

\*\*FY05: \$10 million received from one donor for the stadium and for scholarship endowment.

\*\*\*FY 07: \$3 million received from one donor.

### 2B.2e: AUXILIARY REVENUES

Drake University revenue producing auxiliary enterprises include residence halls, all dining operations and catering, conferences, parking, and intercollegiate athletics. Revenues from auxiliary enterprises have been growing steadily in recent years, producing revenues for FY07 more than \$17.6 million.

Drake generally requires its auxiliary enterprises to be self-supporting. However, Drake Athletics does receive some financial support from the University. As a result of *Program Review 2000* University support for Athletics was reduced from 3.8% (or \$2.9 million) of the University's operating budget to "a range of 3% to 3.2%." This was to occur over the succeeding five years "primarily through holding the current budget dollar amount unchanged as the overall University operating budget increases." Further, the Review and Priorities Planning Committee (RPAC) recommended that the reduction in University support would "be replaced by increased support from external sources." In the past six years, Athletic revenues have increased significantly, although the University has not increased its support level except for the addition of women's soccer and golf (to improve gender equity) and some market adjustments to salaries under the auspices of the compensation initiative.

### 2B.3: PHYSICAL RESOURCES FOR DRAKE'S FUTURE

Improving Drake's physical facilities has played an important role in enhancing its learning

environment. More than \$65 million has been invested in facility upgrades since 2002, including the renovation of approximately 31 classrooms and science labs (See Criterion 3D). These improvements have been funded through external gifts and debt financing. As noted in Section 2A, a formal [\*campus master plan study\*](#) was completed in 2005, using Drake's long-term strategic goals as its basis and involving the entire campus community. This plan will guide Drake's efforts to accommodate the needs of students in future generations.

[\*Facilities Investment History 2002-2007\*](#)

### 2B.3a: DEFERRED MAINTENANCE

Sodexo Facility Services compiled an inventory in 2002 of Drake's deferred maintenance backlog. The *Facilities Capital Action Plan* (FCAP), updated and revised in the summer of 2006 (*Available in the Resource Room*), was based on a complete survey of 59 campus buildings containing approximately 1.8 million gross square feet. The survey also included utilities infrastructure and various grounds/landscaping components. The FCAP deferred maintenance is organized by categories such as building system or subsystem, aesthetics, energy cost, code compliance, and life safety.

[\*Facilities Investments Future\*](#)

[\*Plan 2007-2010\*](#)

In 2002, the original Sodexo FCAP report indicated that Drake's deferred maintenance backlog was about \$28 million. A five-year plan recommended eliminating the deferred maintenance backlog and funding both capital renewal and improvement projects. This plan required capital investments between \$2.7 million and \$8.7 million per year. After significant investment in deferred maintenance and capital renewal over the past five years, Drake has reduced its deferred maintenance backlog by more than 50%. The 2006 report estimates Drake's current deferred maintenance at \$12.3 million, which equals 4.2% of the current replacement value of its facilities. The national average for four-year baccalaureate institutions is 6.7%, according to Sodexo sources. Priorities based on need determine how Drake is addressing its current deferred maintenance projects. Projects that affect life safety receive first priority, followed by projects that will impact either directly or indirectly students' learning and living environment. All other projects have lower priority.

### 2B.3b: PLANS FOR FUTURE ACTION

Drake's long-term goal is to invest approximately \$5 million annually from its own cash reserves (roughly equivalent to annual depreciation expense) into capital repair and renewal so that deferred maintenance is virtually eliminated and campus facilities and grounds are continually being renewed and refreshed.

We are working with *Sightlines*, a facilities benchmarking consultant, to compare deferred maintenance, energy use, service standards and various other facilities indicators with peer and aspirant institutions. This work is inspiring new creative approaches and alternatives to the deferred maintenance issue that will be considered in future years (e.g. a building portfolios approach). (The report will be available in the Resource Room.)

### 2B.4: TECHNOLOGY RESOURCES FOR CURRENT AND FUTURE EDUCATIONAL NEEDS

Technology resources are increasingly essential to effective teaching and learning

environments in higher education. Recognizing this, Drake has planned carefully in recent years to make changes that significantly improve its technological environment.

Technology was identified in the 2001–2006 strategic plan as a challenge:

*[I]t is imperative that we have both the infrastructure and the expertise to provide the highest possible [technological] support to both the teaching/learning process and the administration of the University; in addition, we must be prepared to meet the challenges of technology-based learning provided by other institutions and organizations;*

Technology was addressed throughout *Strategic Plans 2001–2006* and *2003–08* and those plans have guided allocation of resources. *Strategic Plan* objectives related to technology include charges to “provide technological leadership, support and infrastructure necessary for the highest levels of teaching and learning,” “implement and support technological infrastructure necessary to achieve [previously identified] operating efficiencies,” as well as to improve the learning and working environments of students and faculty.

Most strategies identified in the *Plan* have been implemented. A Chief Information Officer was hired in 2001. Strategic plans for the [Office of Information Technology](#) and [Cowles Library](#) brought learning technology to the front. Both the Cowles and Opperman libraries have committed to becoming models for using technology to access information. Both libraries and the Office of Information Technology recently have implemented new functions to the Digital Library and the Learning Management System, and plans include additional projects each year.

There have been other technological improvements as well. Campus network and Internet connection speed has been upgraded continuously. The University launched a totally new content management Web system in February 2006 and the *blueView* portal in 2007. A wireless network is available in all classroom and residence buildings on campus; in addition, a program of upgrading 10 classrooms each summer with technology equipment, seating, and carpeting has resulted in upgrades to 31 classrooms since summer 2005. We have committed resources to electronic security in parking lots, keyless access to computer labs and some residence halls, and scan debit cards for student food services. Students can even use debit cards to access the laundry facilities in the residence halls.

#### **2B.4a: CAMPUS TECHNOLOGY CONTINGENCY PLAN**

Recognizing the importance of technology to the University—to operations, teaching and learning—Drake developed a Campus Technology Business Continuity Plan in 2005. The Office of Information Technology [directed the creation](#) and testing of plans to ensure that the University could function should access to campus technology be lost. The plans were then tested to ensure that the University could continue to function during such an event. The Contingency Plan provides specifications for all business procedures vital to the functioning of the University. (Plan will be available in the Resource Room)

### 2B.4b: FUNDS FOR TECHNOLOGY UPGRADES

Funding of Drake University technology upgrades provides a clear example of collaborative planning and contributions. The University general budget, which provides significant funding to support technology advancements, has been augmented by two other important sources of funding, the Board of Trustees and Student Technology fees:

- During the past three years, Board of Trustees members have provided \$132,500 in matching funds for upgrades to classroom technology, a move that demonstrates their commitment to Drake's learning environment.
- With encouragement from the student body, in 2001–02 Drake University instituted a technology fee, starting at \$55 per semester; the fee in 2007–08 is \$150 per semester for full-time students. While the total revenue from this source has been modest (\$1.3 million in FY07), the absolute focus of fund expenditures on support for learning technology has dramatically impacted the technology resources of the University. Each year the Provost submits a report to the Student Senate, providing details of expenditures from technology fees that point to the many technological upgrades at the University.

#### Student Technology Fees Provost Reports

[2001-02 Report](#)

[2002-03 Report](#)

[2003-04 Report](#)

[2004-05 Report](#)

[2005-06 Report](#)

[2006-07 Report](#)

See the Self-Study Introduction, Section 3 and the Drake online [Databook](#) for summary faculty and staff data.

### 2B.5: HUMAN RESOURCES FOR DRAKE'S PRESENT AND FUTURE

Drake's human resources encompass our students, faculty, staff, alumni, Board of Trustees and other advisory group members as well as many individuals from the Des Moines and central Iowa communities who support the University. This section focuses on Drake employees while other sections describe additional human resources that support Drake's endeavors.

Drake's *2001–2006 Strategic Plan* addressed many human resource issues, including the need to attract, hire and retain employees who will help move the University toward its long-term vision and goals. Goal 3, to "Recruit and retain faculty and staff of the highest quality," was supported by objectives to "ensure fair and competitive compensation" and to "provide environment conducive to excellence and professional development." To attain these objectives, Drake developed a strategically driven performance management system and implemented a payroll classification system to support its overall goals.

Additional strategies related to other goals were designed to provide greater support for faculty and staff, including:

- increasing faculty development funding,
- establishing a resource center for faculty development,
- enhancing student and faculty research funds,
- improving campus access to technology, and
- providing support for integrating technology throughout the teaching and learning processes.

The [January 2006](#) and [June 2004](#) strategic plan updates and other parts of this *Self-Study* provide data about the ways in which the various strategies have been addressed. Examples of efforts using informed planning to promote the development of the personal and professional lives of Drake staff are the *Drake Compensation Improvement Initiative*, the development of a comprehensive performance evaluation system, and enhancement of the faculty and staff development programs

[Salary Administration Policies and](#)

[Procedures: Non-Faculty, Non-Bargaining](#)

[Unit, Non-Grant Positions](#)

[Salary Structure 6-06](#)

## 2B.5a: DRAKE COMPENSATION IMPROVEMENT INITIATIVE

The 2000 [Administrative Program Review](#) laid the groundwork for a comprehensive initiative to address staff and faculty compensation, as well as staff classification, performance management, and training and development. The report noted the need for greater consistency in policies regarding compensation practices and employee evaluation, for a “University-wide pay classification system to ensure equity and reduce title inflation and salary manipulation,” and a system to assess employee performance and effectiveness. The report suggested “continuous monitoring of peer benchmark data is required in order to guarantee Drake’s competitive position with respect to salaries, staffing levels, services, technology and resource allocation.”

This recognition of need for action was reflected in several parts of Drake’s *Strategic Plan 2001–2006*. Goal 3, to *Recruit and retain faculty and staff of the highest quality*, was supported by the objectives to “Ensure fair and competitive compensation” and to “Continue implementation and refinement of performance management system, including merit based pay standard.” Goal 2, to *Improve and Sustain the Financial Health of the University* was accompanied by objectives to develop and implement payroll classification and performance management systems and to explore incentive/merit-based pay system. In fall 2001, Drake initiated intensive analysis and planning to improve staff and faculty compensation and ensure equity in it.

### 2B.5a.1: Staff Compensation, Performance Evaluation and Support

In 2001, a comprehensive compensation study was initiated with the assistance of *Arthur Andersen Consulting* (later known as *Clark Bardes Consulting*). The study examined and updated job descriptions for 435 non-faculty, non-bargaining unit staff positions and developed a job description protocol. The University used the evidence gleaned from this study to implement a salary structure reflective of market data and to develop a new compensation structure and guidelines.

**See the Human Resources**  
[Web site for additional information](#)  
**about staff compensation**

In 2003, *Clark Bardes Consulting* helped to develop and implement a performance management system. Based on information gathered from focus groups that assessed Drake’s structure and culture, recommendations were made regarding tools and structure for assessing performance. As a result, this project implemented [standard tools](#) for setting goals, identifying developmental needs, evaluating performance and recognizing achievement. The evaluation system helps individuals to connect their annual goals and activities

with the University and with their unit’s strategic plan. Managers meet annually with employees to help them set goals that provide “a clear line of sight” between their job and the University’s *Mission* and *Strategic Plan*. Those goals become the basis for evaluation and salary increases in the succeeding year.

2B.5a.2: Faculty Compensation

Systematic benchmarking of Drake faculty salaries was initiated in fall 2001. Each year, the Associate Provost/Director of Institutional Research, using data from College and University Professional Association- Human Resources (CUPA-HR), has compared the salary of each full-time Drake faculty member to discipline and rank specific benchmarks for our selected salary peer group. Using cumulative information, a total amount needed to attain the benchmarked salaries is calculated. Benchmarks have increased from 40th percentile to the median for the peer group.

Information about amounts needed to attain staff and faculty salary targets each year has been used along with other budget planning information to set the salary pool. Human Resources then allocates staff salary pools according to its analysis, and the Provost allocates faculty salary pools to academic units proportionate to the benchmark analysis. Deans and other managers allocate salary funds according to merit evaluations and equity.

2B.5a.3: Measures of Progress

Throughout the past five years, by allocating almost \$9 million for compensation increases, Drake has made significant progress toward its salary goals. Even as the University curtailed expenditure growth in an effort to balance the budget, Drake’s commitment to attracting and retaining high quality employees has been advanced by strategies to enhance salary, benefits and other forms of support.

Each year the Board of Trustees has approved significant additions to the compensation budget, resulting in \$8.9 million allocated for salary improvement from FY04 through FY08 (see Table 2.4 below). During this time, Drake’s *allocation for benefits* also increased by over \$4 million (42.5%).

Compensation Reports

Human Capital Reports

[Fall 2005](#)

[Fall 2006](#)

Faculty Salary Reports

[Peer Comparison by Rank](#)

Power Points for Faculty

[Faculty Salaries – Fall 06](#)

[Faculty Salaries – Fall 07](#)

Progress Reports: AAUP Benchmarks

[AAUP Report 2004-05](#)

[AAUP Report 2005-06](#)

[AAUP Report 2006-07](#)

Table 2.4: Compensation Budget Increases: Fiscal Years 2004-2008

Fiscal Year	Total Salary Increase Pool	Faculty Percent	Staff Percent
FY04	\$1.6M		
FY05	\$1.8M		
FY06	\$1.9M	57%	43%
FY07	\$1.75M	56%	44%
FY08	\$1.85M	54%	46%

Each year the Director of Human Resources presents a *Human Capital Report* to the Board of Trustees, and progress reports on the faculty and staff salary initiatives are provided regularly in written and presentation form to faculty, staff, and the Board of Trustees. While progress has been made both on staff and faculty salaries (see links to reports in 2B.5a.1 and 2B.5a.2), we still face significant challenges in trying to achieve salary levels that will help ensure that we continue to be able to hire and maintain exceptional faculty and staff.

### 2B.5b: SUPPORT FOR FACULTY AND STAFF DEVELOPMENT

Both the 2000 *Administrative Program Review* report and the 2001-2006 Strategic Plan addressed the need for staff and faculty development. They noted the need for enhanced employee training and development as well as the need to increase funding for development activities.

**2B.5b.1: Staff Development.** The 2001-06 Strategic Plan recognized the need to “Provide an environment conducive to excellence and professional development” and called for several measures such as staff development programming and funding to achieve this objective. This was supported by the Business and Finance Strategic Plan FY04-FY08 that called for phased implementation of increases in learning and development funds for both staff and faculty. Beginning with \$1,000 per exempt employee (including faculty) and \$500 per nonexempt employee, targets were \$2,000 per exempt and \$1,000 per nonexempt by FY09. In response to these objectives the Director of Human Resources developed an extensive [Excellence in Learning and Development](#) program for staff (See Criterion 4a). In addition, since FY07 funding for staff development initiatives has increased steadily. Annual funding per person is as shown in Table 2.5.

**Table 2.5: Staff Development Allocations FY03 – FY09**

Positions	FY03-06	FY08	FY09 Goal
President and Vice Presidents	\$5,000	\$5,600	\$6,000
Deans	\$2,500	\$3,100	\$3,500
Other Senior Administrators	\$1,500	\$2,100	\$2,500
Exempt Administrative Staff	\$1,000	\$1,600	\$2,000
Admin Staff to Deans/Vice President Group/full-time lab instructors	\$500	\$1,100	\$1,500

### 2B.5b.2: Faculty Development

The Drake University Strategic Plan 2001-2006 called for the University to “Establish and enhance faculty development funds” to support travel and program costs. University funding for faculty development was \$1,000 per faculty member per year in FY03 through FY06. This was increased to \$1,300 per faculty member in FY07 and to \$1600 in FY08 and will reach \$2,000 per faculty member in FY09.



In addition to this funding, the Provost's Office has budgeted funds, provided by two quasi-endowment funds, of approximately \$75,000 dedicated to faculty development. Each of the Colleges and Schools also has secured various gift, grant, endowed and/or restricted funds to support faculty development (Details available in Resource Room). Detailed faculty development programs are discussed in the Criterion 3 and Criterion 4 chapters.

**CORE COMPONENT 2C:** Drake University's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Drake University has a history of providing and using reliable evidence to evaluate institutional effectiveness. As an institution, we model a scholarship of decision-making. That is, we regularly and consistently gather evidence then use it to shape a University that is continuously developing and improving. Most recently, new planning initiatives described in Components 2a and 2b have further institutionalized evaluation and implementation procedures that ensure ongoing strategies for improvement.

Drake is committed to ensuring that evaluative data are available and used for planning in every program, curricular and noncurricular. The University uses evidence-based planning to support the rigor and currency of its academic programs as well and to foster student success. Such planning also is integral to stewarding the University's financial health and to developing the professional lives of faculty and staff. In 2003, the University committed to a *culture of evidence* through creation of the Office of Institutional Research under an Associate Provost. That office developed an online [Databook](#), thus making reports and campus presentations more routinely accessible. In 2006 an Associate Director of Institutional Research position was created in order to increase capacity to make data accessible in forms usable to those on campus who are planning and making decisions.

Evaluative information that shapes planning is solicited and obtained through a variety of sources: external accreditation and other academic program reviews; external reviews of noncurricular programs; expert consultants; program audits; surveys of students, faculty and staff; environmental scans; benchmark analyses; and advisory boards and councils. In addition, the University and its units regularly have engaged in internal assessment such as the *Program Review* described in Component 2a.

**DRAKE IS COMMITTED TO ENSURING THAT EVALUATIVE DATA ARE AVAILABLE AND USED FOR PLANNING IN EVERY PROGRAM, CURRICULAR AND NONCURRICULAR.**

## 2C.1: REGULAR EVALUATIONS OF ALL DRAKE ACADEMIC PROGRAMS

Drake regularly evaluates its programs through external reviews, self-studies, and consultants hired to provide feedback to specific units. The following examples provide some sense of the range of evaluation and assessment that occurs at Drake in addition to assessment of learning outcomes.

### 2C.1a: EXTERNAL REVIEW

Drake University's [professional programs are accredited](#) by national, regional and state organizations that provide regular feedback used in planning. The School of Law, programs in business and accounting in the College of Business and Public Administration, the School

## DRAKE UNIVERSITY ENGAGES IN ONGOING SELF-REVIEW, ANALYSIS, AND ASSESSMENT OF THE EFFECTIVENESS OF ACADEMIC PROGRAMS.

of Journalism and Mass Communication, the College of Pharmacy and Health Sciences, the Department of Art and Design, and Department of Music have all received full accreditation. The School of Education programs are also fully accredited by the Iowa State Department of Education. Full documentation for these accreditation reviews is available in the on-campus Resource Room.

In addition, for many years Drake has had in place a program for external review of academic programs not subject to accreditation. [External Review Procedures](#) initiated in the College of Arts and Sciences in the 1990s were adopted University wide in 2004. All programs are reviewed on a seven-year cycle to ensure that they benefit from and use outside perspectives and critique to provide the best possible programming for Drake students. Examples of assessment and feedback related to external reviews are provided in Criterion 4. Full accreditation and external review reports are available in the Resource Room.

### 2C.1b: PROGRAM SELF-STUDY AND ANALYSIS

In addition to accreditation and external program reviews, Drake University engages in ongoing self-review, analysis, and assessment of the effectiveness of academic programs. Assessment of learning outcomes is discussed in Criterion 3 and Criterion 4C. However, the institution expects all academic units to engage regularly in many other forms of program analysis such as the *2000 Program Review* as well as the environmental scans and white papers that are part of the Three-Year Planning Cycle.

The academic division also uses surveys to provide feedback about program effectiveness. A number of surveys used for feedback in non-academic units also provide information useful to academic units (see Section 2C.3b below). In addition, Cowles Library regularly uses the *LibQual* survey to provide information about the quality of its programming and services. In response to [results of the LibQual survey](#) [Cowles Library](#) has created new positions, improved training for student workers and other staff, improved the quality of computer terminals, and changed the reserve filing system so that it is easier to locate materials. (See Criterion 3A for further discussion.)

For the past several years the College of Business and Public Administration has participated annually in the *Educational Benchmarking Institute* (EBI) surveys as well as the *Business School Questionnaire* (BSQ) administered by AACSB. The EBI survey is administered to graduating undergraduate and MBA students and seeks feedback on their program experience. The BSQ collects data from all AACSB members in an effort to provide institutions with benchmarks across a number of administrative areas (e.g. faculty numbers, student enrollments, and programs offered). EBI results at the undergraduate level highlighted significant challenges faced in the career development and placement area. This became the impetus for changes in placement services for business students, thus helping students integrate their education with professional preparation. At the graduate (MBA) level the EBI survey highlighted less than desired program outcomes. As a result of the survey feedback, the MBA program has undergone a complete revision. (See Criterion 3 for more information on academic program changes.)

## 2C.2: REVIEW OF NONCURRICULAR PROGRAMS

Drake University routinely engages in evaluation of non-curricular programs. Many of these analyses were discussed in Section 2B. We, of course, have annual external and internal audits of our financial condition. Financial data analysis has been used at Drake for well over ten years as a means of monitoring trends, assessing Drake's financial health and helping us improve our financial practices. The Business and Finance Office also annually compares our financial statement results to all other ANAC institutions and uses the comparison to determine our financial strengths and weaknesses as compared to peer institutions.

Consultants have been asked to provide perspective on many aspects of Drake University's operations, including marketing and admission programs, alumni and development, diversity, facilities management, the Student Counseling Center, and implementation of learning technology. And athletics is subject to regular certification by the National Collegiate Athletics Association.

### 2C.2a: STUDENT LIFE CONSULTANT FOR COUNSELING CENTER

In September 2005, the Dean of Students invited a consultant to review the services of the Counseling Center: its history and current scope, depth and range of services offered, and its operational paradigm. The report (available in the Resource Room) suggested a variety of changes. Since that report was received, two part-time counselors have been added to the staff, and group therapy sessions for students have been expanded. Programming efforts with students and some academic departments have also been examined, and there has been expanded training of the Residence Life staff on suicide and emergency procedures with troubled students. Programs have been developed to keep faculty better informed of services available and how to assist students in accessing them. In addition, the Center has developed a learning outcomes document to assess student learning.

### 2C.2b: CONSULTANT FOR LEARNING TECHNOLOGY

In the fall of 2006, a consultant was brought to campus to assess whether Drake's information technology was current. The consultant's assessment of network, labs, administrative computing, and portal services was positive. The report (available in the Resource Room) noted that Drake will be challenged to anticipate and begin building to accommodate coming trends; the University also needs to increase faculty and student awareness of technology already in place.

### 2C.2c: NCAA CERTIFICATION

During spring 2007, the Drake University athletics program *successfully* underwent its second certification review by the National Collegiate Athletics Association (NCAA). Athletics certification is meant to ensure the NCAA's fundamental commitment to integrity in intercollegiate athletics. Like accreditation, the program uses peer evaluation to review Governance and Commitment to Rules Compliance, Academic Integrity, and Commitment to Equity, Welfare

[\*Survey Reports on the  
Institutional Research Web site\*](#)

and Sportsmanship. Drake University's Intercollegiate Athletics program received "unconditional certification" and high praise from the review team.

### 2C.3: SURVEY AND BENCHMARK DATA IN DECISION-MAKING

Drake University participates in many surveys that provide comparative and benchmarking information for use in planning and development, in both academic and nonacademic units.

#### CIC Key Indicator Reports

[\*FY07 Part A\*](#)

[\*FY07 Part B\*](#)

[\*FY06 Part A\*](#)

[\*FY06 Part B\*](#)

[\*FY05 Part A\*](#)

[\*FY05 Part B\*](#)

#### 2C.3a: INSTITUTIONAL BENCHMARK DATA

Drake University submits data to a number of organizations that provide benchmark comparisons on various performance indicators. These comparisons are used for analysis and assessment of institutional and program performance. Among the organizations to which we submit data are the National Association of College and University Business Officers (NACUBO), Associated New American Colleges, the National Association of Independent Colleges and Universities and the Association of Governing Boards.

The Council of Independent Colleges (CIC)-Key Indicators Tool Kit contains information on 18 key indicators of institutional vitality for small and mid-sized private colleges and universities. These indicators represent commonly used measures of institutional performance in two parts. Part A covers student enrollment, progression and faculty; Part B covers tuition revenue, financial aid, resources and expenditures.

The National Center for Education Statistics (IPEDS) provides an opportunity to order a [\*Feedback Report\*](#) in which institutional characteristics are compared with a selected set of peer institutions. This information facilitates analysis of tuition, financial aid, graduation rates and other important institutional benchmarks.

[\*Summary of Program  
Evaluations and Assessments -  
Business and Finance  
Division Assessments\*](#)

The use of *College and University Professional Association-Human Resources (CUPA-HR)* data for analysis and upgrading of Drake salaries was described in Component 2b. Drake has used financial ratio analysis for more than 10 years to examine financial trends and assess Drake's financial health. In addition, the University has applied benchmark data (mostly gleaned from Moody's) to various key indicators for the past 10 years. The indicators and benchmarks selected have changed slightly over this period (with some new ones added), but they are used extensively to watch financial trends and to set future financial targets for the institution. Drake's Office of Business and Finance produces an annual [\*Key Indicators Report\*](#) that summarizes much of this information.

Audited financial reports ([\*Financial Statements\*](#)) are available on Drake's Web site. In addition, the Vice President for Business and Finance reports regularly to the Board of Trustees and each fall presents information about Drake's financial status in a public forum.

#### 2C.3b: SURVEYS

Drake University on a regular basis seeks information about our academic and cocurricular programming, our campus culture and other services. This is done through local and national surveys of students, faculty, and other constituents.

### 2C.3b.1: Local Constituent Surveys

The University routinely administers evaluations and surveys to ensure that all constituencies have an opportunity for input and that relevant information is available for decision-making. The use of such surveys is too extensive to provide an exhaustive list. A few examples are listed below.

- From 1991 through 2001 all Drake University students were asked to participate in the annual [Drake Student Survey](#) (DSS). The survey was not administered for several years so that the National Survey of Student Engagement (NSSE) could be administered. However, starting in spring 2007 the DSS is being administered in odd numbered years, alternating with the NSSE. The DSS seeks data on student satisfaction and perceptions about a variety of topics ranging from classes, advising and campus services to issues of current relevance such as diversity.
- The Office of Professional and Career Development annually surveys recent graduates [online](#) to obtain career placement information. Results are available in the Resource Room.
- During the *2000 Program Review*, Drake faculty and staff were surveyed about a variety of local and national issues to obtain input for the review and strategic planning processes. The [report](#) results helped guide the process.
- In 2003, the Board of Trustees completed a [Self-Study](#) of their own attitudes and knowledge about Board procedures and responsibilities. These have been used to develop better Board orientations and procedures.
- In fall 2004, when considering changes to the Drake University medical insurance benefits plan, Human Resources [sought input](#) from all faculty and staff.
- In 2005, in response to both informal feedback and information collected from evaluation of a series of computer application trainings, Human Resources personnel initiated *Excellence in Learning*, an ongoing professional staff development program (See Criterion 4A). They collect evaluations of both content and presenter at each program for use in decisions about future programming.

In addition, Drake regularly solicits evaluations of specific services and events, including New Student Orientation and Welcome Week, New Faculty Orientation, Human Resources Learning and Development Programs, workshop participants, and participants at the President's summer planning retreats. A campus expectation has been established that results of such evaluations will be used in planning future events.

### 2C.3b.2: Comparative Surveys

Drake participates regularly in surveys that provide information about our academic and cocurricular programming, our campus culture and other services. Some results from these surveys are discussed in Criterion 3. Full reports are on the [Drake Institutional Research Web site](#).

- Drake administered the National Survey of Student Engagement (NSSE) annually from 2001 through 2006. The survey now is given in even numbered years, on an alternating schedule with the Drake Student Survey.

**THE UNIVERSITY  
ROUTINELY ADMINISTERS  
EVALUATIONS AND  
SURVEYS TO ENSURE THAT  
ALL CONSTITUENCIES  
HAVE AN OPPORTUNITY  
FOR INPUT AND THAT  
RELEVANT INFORMATION  
IS AVAILABLE FOR  
DECISION-MAKING.**

**DRAKE HAS USED  
THE RESULTS OF  
THESE SURVEYS TO  
MAKE CHANGES  
THAT HAVE IMPROVED  
THE STUDENT-LEARNING  
ENVIRONMENT.**

- Drake participated in the fall 2005 inaugural offering of the Beginning College Survey of Student Engagement (BCSSE) and again in fall 2007. We will continue to participate in this survey that offers baseline data for the NSSE in even numbered years.
- Since 2004 the Law School has participated in the Law School Survey of Student Engagement (LSSE).
- Drake faculty participated in the Faculty Survey of Student Engagement (FSSE) in 2004.

Drake also has participated in the [First-Year Initiative Survey](#) and in [Your First College Year Survey](#). The faculty has participated in other surveys administered through the years. Among these have been: the [2001 Higher Education Research Institute Faculty Survey](#), [Survey of senior faculty at Associated New American Colleges](#) (ANAC), and ANAC survey of junior faculty, completed in 2007.

Drake has used the results of these surveys to make changes that have improved the student-learning environment. These include improvements in curriculum, student life, residence halls and the first-year experience. Criterion 3 and 4 chapters provide several examples of using survey and benchmark data to inform institutional changes in teaching and learning. These include changes in the *Drake Curriculum* general education program, Cowles Library and school and college programs.

#### 2C.4: ADVISORY BOARDS AND COUNCILS

Evaluation of Drake University programs and activities also is regularly solicited through its many Boards and advisory groups. College and school deans, the Dean of Cowles Library, and the Dean of Students each have a National Advisory Council (NAC) that meets on a regular basis and provides advice, support, and feedback concerning the programs and other functions of the unit. Drake also has a National Advisory Council on Diversity, an Alumni Advisory Board, and a Parents Board that meet on a regular basis to provide advice and council to the University. (See additional information in Resource Room.)

The input of these groups is taken seriously in evaluating unit and university programs. In addition, the Councils have contributed direct support to programs by visiting classes, working with faculty and setting up special programs. For example, in 2004, the Arts and Sciences NAC created and endowed the “STAR” fund to support undergraduate travel for research, conferences, and performances. This program has assisted over 30 students, in the words of the college mission, “develop the talents and skills necessary for personal and professional success.”

As the College of Business and Public Administration has focused on better preparing students for professional careers, it has asked its NAC for additional ideas and strategies for achieving this goal. Based on the Council’s assessment that communication and leadership competencies are key attributes desired in employees, the College has implemented a Communication Leadership course. When the College was redesigning its MBA program, NAC input led to a focus on sustainability and its integration into decision making within various organizational functions.

**CORE COMPONENT 2D:** All levels of planning align with Drake University's mission, thereby enhancing its capacity to fulfill that mission.

As noted in the introduction to Component 2a, though strategic planning has been ongoing at Drake University for many years, planning that has occurred since 2000 has been most significant in defining Drake's current status and its future. Since January of 2000 mission-driven planning has been perpetual.

Discussion in Criterion 1 and in Criterion 2A and 2B already has provided substantial support for the ways in which planning at Drake University extends from and supports our mission. The *Mission Statement* informs planning and institutional decision making by the Board of Trustees and senior administrators, development of curricula and programs, the metrics by which we assess outcomes, and the ways in which we impact the lives of all associated with Drake University. The gravitational center for all planning documents is the University *Mission Statement*. Everything—new course proposals, requests for hiring, capital equipment purchases, promotion and tenure, existing and proposed programs, development projects, strategic plans—receive priority in terms of their centrality to and support for the University's mission and our strategic plan.

As noted previously, the tie between mission and planning has become even more absolute during the past five years. The connections among these processes have been graphically imaged in the [Mission Map](#). The ways in which the mission statement was reflected in Drake's *Strategic Plan 2001–2006* and its updates and how it is directing development of the new strategic plan have been discussed. The mission statement and its explication now guide all curricular planning, program development, and decisions about allocations of resources. Criterion 3 will explain the way in which Drake's *Mission Explication* has been developed as a living document that clearly establishes the implications of our Mission for the learning outcomes and obligations of the University to our students.

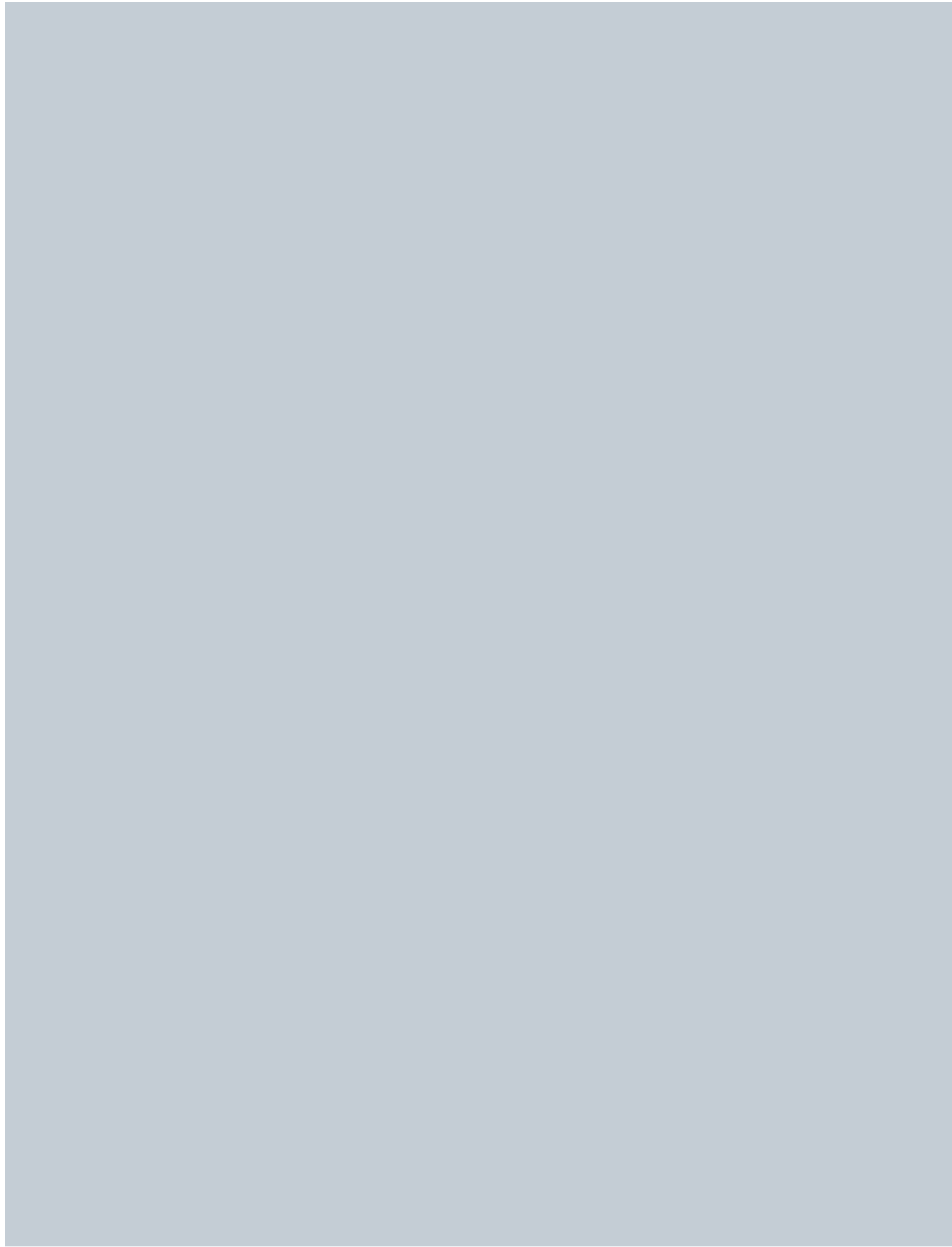
Current planning efforts are rooted in [Drake University: Vision 2025](#) which cites the current mission, suggesting both a long-term commitment to that mission and its durability and its status as a living document that can be applied to changing circumstances. As a living document, it binds the Drake community together, mandating participation among all members of that community (students, staff, faculty, administrators, alumni and community neighbors) in key decisions, from determining recipients of student scholarships to selecting college deans.

Discussion in Criterion 2B made clear the ways in which the budget process and fiscal responsibilities reflect and ensure centrality of the University mission. The planning cycle itself is tied to the budget process, allowing the University to prioritize expenses for the coming year and to adjust as needed to unforeseen events (like the higher cost of fuel) or to pursue new initiatives through Strategic Improvement Plans. Finally, Drake's *Strategic Plan* and the strategic plans of the various units, academic and administrative, set clear priorities.

**THE GRAVITATIONAL  
CENTER FOR ALL  
PLANNING DOCUMENTS  
IS THE UNIVERSITY  
MISSION STATEMENT.**

They include academic excellence, financial strength, and recruitment/retention of high caliber faculty and staff. Drake also seeks to ensure that its members can function in a diverse world and to improve relationships and communication among its various constituencies. Taken together, these priorities provide sound evidence of the University's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist. As someone observed at the most recent President's Retreat, at Drake the mission statement is a lived experience.





# CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING



Drake University provides evidence of student learning and teaching effectiveness that demonstrates it is filling its educational mission.

Drake University has committed to building an exceptional learning environment, one that intentionally pursues the learning outcomes drawn from our *Mission Statement*. As detailed in discussion of Criterion 2, Drake has established a culture of evidence, using data in all planning and decision-making. The University is particularly committed to using data to assess student learning and to guide revision of programs and development of teaching and learning resources.

Thus, Drake University sees these discussions as tightly intertwined and overlapping. It is impossible to discuss adequately how the campus focus on learning goals has evolved without discussing assessment of the goals. Thus, Criterion 3a provides information about our evolving assessment procedures, which will be referenced in Criterion 4c and other places as appropriate.

**CORE COMPONENT 3A:** Drake's goals for student learning are clearly stated for each educational program and make effective assessment possible.

### 3A.1: DRAKE'S ASSESSMENT STORY — PROGRESS AND CHALLENGES

Drake's "assessment story" is one of progress and challenges. While we have had assessment plans in place for a dozen years and collected considerable data, for many years systematic use of assessment information remained irregular across campus.

The 2000 *Drake Program Review* was instrumental in setting the stage for a Drake culture of evidence and with it, more systematic and meaningful use of assessment to achieve learning goals. In the 2000 review of all campus programs, Drake evaluated each academic program in terms of how essential it was to the University's mission, internal and external demand, cost-effectiveness (revenue vs. costs), and quality; the latter attribute was measured by student placement and satisfaction, faculty expertise and defining features or indicators of curricular quality. Each program also was required to do an environmental

**DRAKE'S "ASSESSMENT  
STORY" IS ONE  
OF PROGRESS  
AND CHALLENGES.**

scan in relation to its opportunity analysis. As a result of this review, the University made several significant curricular decisions, including discontinuance of the Nursing Master's program in the College of Pharmacy and Health Sciences and replacement of the Modern Languages program with the Drake University Language Acquisition Program. (See Criterion 2A for a fuller discussion of Program Review.)

In recent years many Drake programs have used assessment data effectively while others have collected data, but not systematically closed the loop to bring the information to bear on program revision and development. Others, most notably the general education program, only recently have developed and begun to implement a systematic plan for program assessment.

In the last four years, a focused effort has been made to develop more systematic program evaluation and assessment, and particularly to increase faculty and staff understanding of how such activities can help them to achieve learning goals in their own programs and classes. These efforts have addressed explication of learning outcomes drawn from the mission statement, mapped those outcomes to the Drake Curriculum and developed new assessment procedures in the Drake Curriculum as well as in major programs and courses and in cocurricular programs.

### 3A.1a: FACULTY-DRIVEN ASSESSMENT

The faculty has driven development of mission statements, student-learning outcomes, and assessment procedures; and these have become regular topics of conversation. Revision of the Drake mission statement and explication resulted from broad collaboration among faculty, staff, administrators and students that ultimately led to discussion and approval by the Faculty Senate and the Board of Trustees.

Perhaps most important to successfully implementing assessment have been programs designed to help faculty and staff understand how assessment can assist them in their efforts to provide a high quality educational experience. Faculty across the University have participated in task forces and workshops related to examining mission statements, writing assessable learning outcomes and designing assessment methods.

Drake's administration routinely provides resources necessary to ensure that Drake's mission continues to be central to review and implementation of assessment procedures. For example, in February 2005, assessment consultant Mary Huba provided workshops for the campus community. This was followed by internal, University-wide, and college/school workshops and discussions, resulting in more intentional development of academic program outcome statements and assessment plans. The College of Arts and Sciences also held workshops on developing learning outcomes and assessment plans in August 2004 and 2005. For these workshops, the [\*College of Pharmacy and Health Sciences Student Outcomes\*](#) provided a prime example of outcomes that indicate what students will know or be able to do when they graduate.

### 3A.1b: ASSESSMENT ACCOMPLISHMENTS

Learning outcomes for the University have been articulated in the [Mission Explication](#), and each educational unit and individual program has developed a clear statement of mission and student-learning outcomes (Assessment Plans are available in the Resource Room). Prompted in part by preparation for professional accreditation in particular disciplines, and facilitated by University-wide workshops on writing effective outcomes and assessment plans, most of these outcomes statements have been revised in recent years.

Drake has developed a consistent language on campus that allows clear communication about assessment. It expects programs to develop assessment plans that deliver both direct and indirect evidence of student learning; and programs have moved to “close the loop” by using that evidence in discussions of program improvement. Based on those efforts, many units have taken the next steps in collecting and analyzing assessment data, making curricular changes based on that analysis and evaluating those changes.

Now that these efforts are beginning to produce “assessment stories,” Drake needs to better disseminate its findings to all its constituents and to ensure that the process becomes self-sustaining. The creation of key University committees and administrative positions is a positive step in this direction. The requisite building blocks are in place; the University now needs to deepen the culture of evidence across campus.

### 3A.2: DRAKE CURRICULUM LEARNING OUTCOMES AND ASSESSMENT

Developing and implementing direct assessment of general education has been a challenge. A number of factors account for this, including the relatively recent implementation of an all-University general education program and the decentralized administrative structure of the *Drake Curriculum*.

In the mid-1990s a University-wide general education program, the *Drake Curriculum*, replaced individual college/school distribution requirements and began to link liberal education with professional education for all undergraduate majors and the Pharmacy Doctorate. Drake faculty created the [First Year Seminar](#) and built upon the established [Honors Programs](#) as a way to enhance student skills and promote interdisciplinary connections.

The Drake Curriculum program has been revised twice to improve its coherency and its fit with Drake’s mission. Most recently, Drake has taken steps to bring more all-University structure to the program, to align Drake Curriculum learning outcomes with its *Mission Statement*, and to directly assess the extent to which those outcomes are being achieved.

Developing systematic assessment of the current Drake Curriculum general education program began with review of several Drake Curriculum components, including first-year and senior-year programs, and the connection of the liberal arts and professional studies on campus. These efforts and campus-wide discussion led in 2004 to developing the [Mission Explication](#). The institutional and student-learning outcomes drawn from the *Mission Statement* and elaborated in the *Mission Explication* now shape curricular decisions. The explication of Drake’s mission has guided a step-by-step review of the Drake Curriculum and set up a process to revise the Senior Capstones and two Areas of Inquiry: *Engaged*

**THE INSTITUTIONAL AND STUDENT-LEARNING OUTCOMES DRAWN FROM THE MISSION STATEMENT AND ELABORATED IN THE MISSION EXPLICATION NOW GUIDE CURRICULAR DECISIONS.**

*Citizen* and *Critical Thinking*. It also motivated Drake's participation in the Higher Learning Commission's Academy for Assessment of Student Learning.

### 3A.2a: DRAKE CURRICULUM OUTCOME AND ASSESSMENT – 2003 TO 2006

Refinement of student-learning outcomes, their alignment with Drake's mission, and development of assessment has been approached in several deliberate steps. Over a five-year period, task forces supported by the Provost's and Drake Curriculum Offices involved a broad spectrum of faculty and staff in examining specific aspects of the Drake Curriculum and developing proposals. A chronological summary provides some sense of these accomplishments.

#### Drake Curriculum AOs

[Written Communication](#)

[Information Literacy](#)

[Critical Thinking](#)

[International and Multicultural](#)

[Historical Consciousness](#)

[Artistic Experience](#)

[Life and Physical Science](#)

[Quantitative Values and Ethics](#)

[The Engaged Citizen](#)

#### 1. 2003: *First-Year Experience at Drake Study Group Report* — [Creating a Powerful First-Year Experience At Drake](#)

Primary assessment data used: [Spring 2002 Drake Student Survey](#) (DSS), [Spring 2002 National Survey of Student Engagement \(NSSE\)](#), [Spring 2002 Your First College Year \(YFCY\)](#) and [Fall 2002 First Year Initiative](#) (FYI). Additional survey and assessment data particular to various Drake programs also were examined.

#### Key recommendations implemented:

- Strengthen the [Peer Mentor Academic Consultant](#) program for First-Year Seminars.
- Continue community-building within the *First-Year Seminar* program, including using a common book and speaker, grouping first-year students in residence halls, providing resources for FYS instructor-student activities outside of class and organizing activities for group building skills in [Welcome Weekend](#).
- Develop a series of sessions on transition to college skills.

#### Recommendations to be revisited:

- Improve developmental advising by having first-year students complete a learning goals statement and meet with their academic adviser during the first three weeks of the fall term.
- Identify at-risk students during the first six weeks of classes by enhancing coordination among faculty advisers, associate deans, academic support specialists and the Vice-Provost for Student Affairs and Academic Excellence.

#### 2. 2003: *Ad Hoc Committee on Integrating Liberal and Professional Education*

**Resources used:** Drake programs compared to key materials on liberal education developed by AAC&U and to materials on linking liberal and professional education developed by the Associated New American Colleges (ANAC).

**Key recommendations implemented:** suggested two themes, “reflective practitioners” and “engaged citizens,” to define the integration of liberal and professional studies

called for in the *Mission Statement*. These themes were later integrated into the [\*Mission Explication\*](#).

### 3. 2004: *Task Force on Academic Excellence: Focus on the Senior Year Experience*

Report: [\*Report of the Task Force on Academic Excellence: Focus on the Senior Year Experience\*](#).

Primary assessment data used: [2001, 2002 and 2003](#) NSSE data; and data from eight [\*follow-up focus groups\*](#) with seniors.

Key recommendations implemented: developed guidelines to better integrate senior capstones with outcomes of the Drake Curriculum and to create more interdisciplinary experiences. These recommendations were taken to 2005 summer study groups charged with reviewing mission outcomes in relation to the senior capstones.

### 4. 2004: *Explication of Learning Outcomes from the Mission Statement*

Report: [\*Mission Explication\*](#)

Discussion of the learning outcomes that could be drawn from the mission statement began at a summer presidential retreat involving over 60 faculty, staff and students. Several drafts of the *Explication* were discussed with the entire campus community before being adopted by the Faculty Senate in 2005 (with revisions in January 2006). This all-University process is described in Criterion 1.

### 5. 2005: *Mapping Mission Outcomes*

Report: [\*Mission Map\*](#)

After finalizing the *Mission Explication*, Criterion 3 and 4 Committees worked with the Drake Curriculum Director to map the mission outcomes to the Drake Curriculum.

### 6. 2005: *Study Groups*

Four faculty and staff study groups were charged to develop proposals for achieving the mission outcomes within the *Drake Curriculum*.

Primary assessment data used: NSSE and Drake Student Survey data plus the reports of the three task forces noted above, as well as select syllabi from *Drake Curriculum* Areas of Inquiry.

Each group researched pedagogical models and evaluation rubrics for achievement of *outcomes* related to specific mission outcomes as follow:

**Group 1:** *outcomes* related to students taking responsibility for their own learning, developing an ability to value the input of others and working

collaboratively within groups to solve problems. **Report:** [\*Collaborative and Responsible Learning\*](#)

**Group 2:** *outcomes* related to holistic concepts of critical thinking that prepare students to formulate questions, evaluate information sources, conduct research, critically analyze arguments and communicate knowledge effectively.

**Report:** [\*Critical Thinking, Research, and Communication of Knowledge\*](#)

**Group 3:** *outcomes* related to making students *Engaged Global Citizens*. The outcomes in this area were divided into two sub-groupings. One group dealt with skills and the other addressed dispositions or behaviors. **Report:**

[\*Responsible Global Citizenship\*](#)

**Group 4:** *outcomes* related to making students “reflective practitioners.” This group addressed the minimum requirements for senior capstone experiences within majors, explored how capstones can apply, construct and communicate knowledge within the context of the discipline and investigated possible “general education” requirements of the disciplinary capstone. **Report:**

[\*Reflective Practitioners\*](#)

The group reports were discussed with the campus community in fall 2005 and merged into one document, [\*Achieving Mission Learning Outcomes through the Drake Curriculum\*](#). In spring 2006 the *University Curriculum Committee* and the *Faculty Senate* approved the report, and the Provost created the *Drake Curriculum Analysis and Planning Committee* (DCAP) to implement the report and to provide an institutional home for the ongoing assessment and revision of the Drake Curriculum.

In conjunction with the curriculum revision passed by the Faculty Senate in 2006 and as part of our participation in the *Academy for Assessment of Student Learning*, we plan in 2008 to revise senior capstones so that they more fully integrate discussions of ethics and stewardship in individual disciplines and professions.

### 3A.2b: CURRENT STATUS OF DRAKE CURRICULUM ASSESSMENT – ACADEMY FOR THE ASSESSMENT OF STUDENT LEARNING

In 2006, Drake University was selected as a member of the inaugural group of colleges and universities in the Higher Learning Commission’s [\*Academy for Assessment of Student Learning\*](#). With [\*changes and elaborations\*](#) *Achieving Mission Learning Outcomes through the Drake Curriculum* served as the basis for [\*Drake’s Academy Proposal\*](#), Drake’s three *Academy* projects focus on 1) developing a process for assessing critical thinking, 2) developing instruments to assess the impact of linking curricular and cocurricular learning in the Engaged Citizen Experience, and 3) infusing assessment of general education outcomes into disciplinary Senior Capstones. Drake’s *Academy* team is working in conjunction with the Drake Curriculum Analysis and Planning Committee to implement these plans.

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STUDENT LEARNING.**



**3A.2b.1: Critical Thinking**

A critical thinking rubric has been developed and was tested in two pilot projects in summer 2006 and 2007. The rubric was used in fall 2007 with papers reflecting argumentative assignments from a broad range of classes identified as fulfilling the critical thinking or written communication Area of Inquiry. Faculty members working on the critical thinking rubric hold twice yearly workshops with others who are applying the tools to discuss what the rubric tells us about the level of student learning. They also are exploring how to teach critical thinking more effectively and how to use the rubric to design better assignments.

As part of our critical thinking initiative, Drake applied and was selected by the [Council of Independent Colleges](#) as one of 35 schools that will participate in a critical thinking project funded by the Teagle Foundation. For each of the next three years Drake will send a team to a summer conference on teaching and assessing critical thinking. In addition we will administer the Collegiate Learning Assessment (CLA) to a minimum of 100 first-year and 100 senior students each year. Findings from the CLA will be compared to results from the Drake critical thinking assessment. The CLA will be linked to ACT data to allow some judgment of the value added by Drake's program, and we will work with other schools in the consortium to link the direct evidence provided by the CLA with the survey evidence provided by the National Survey of Student Engagement.

**3A.2b.2: Engaged Citizen Revision – Data-Driven Curricular Change**

Initial analysis of assessment data about student learning in the *Engaged Citizen* Area of Inquiry (AOI) demonstrated that we were not realizing the outcomes associated with it in the Drake Curriculum. The work of the Summer 2005 Drake Curriculum Study Group examining the *Engaged Citizen* initiated work to revise this AOI.

The Academy team and the Drake Curriculum and Analysis Planning Committee have significantly revised the Engaged Citizen AOI to better meet mission-based student learning outcomes. The new *Engaged Citizen Experience* includes a community-wide discussion of key public issues with local, national and global ramifications and more advanced level courses that model engagement either in the classroom and/or in the community. In addition, new student learning outcomes have been identified. Faculty workshops in May and August 2007 led to the development and approval by the University Curriculum Committee of 20 new and revised courses to meet these new outcomes on topics ranging from the presidential election, to environmental politics, reproductive politics, health policy, American Indian politics, the use of language in establishing national identity and the role of religion in African-American politics. In addition, course-based and cocurricular learning are merged by involving speakers, roundtable discussions, fine arts events, and residence hall programming focused on a theme or issue with local, national and global implications.

The theme for the first *Experience* in spring 2008 is "Voices of Democracy: Dissent and Dialogue." (See [Engaged Citizen Implementation](#).) First-year students are helping to identify the Engaged Citizen Experience theme for 2008 – 09.

[Engaged Citizen Proposal](#)

[Engaged Citizen Implementation 2007–2008](#)

[Engaged Citizen Web Site](#)

**DRAKE UNIVERSITY  
HAS CREATED AN  
INSTITUTIONAL  
STRUCTURE TO  
IMPLEMENT THESE  
REVISIONS AND TO  
PROVIDE FOR CONTINUED  
ASSESSMENT AND  
PLANNING FOR THE  
DRAKE CURRICULUM.**

The value of pursuing the mission outcome of Engaged and Responsible Global Citizenship has been recognized by a \$10,000 grant from the *Bringing Theory to Practice* initiative administered by the Association of American Colleges and Universities. The grant has helped pay faculty course development stipends and has provided matching money to work with student organizations to create cocurricular events related to the theme.

Assessment tools for the Engaged Citizen AOI have been developed, including using student focus groups, a student questionnaire on levels of political and social engagement, and common course evaluation questions. These will be tested during spring semester 2008.

**3A.2b.3: Senior Capstones**

Planning to achieve the revised goals for senior capstones experiences and ensuring that they incorporate “experiential learning, reflection and the integration of general education abilities with disciplinary knowledge and skills began in November 2007. At that time 20 faculty members attended a mini-summit on senior capstones. The Academy team and Drake Curriculum Analysis and Planning Committee will use input from the summit to design faculty development programs on best practices in senior capstones during the spring 2008.

**3A.2c: NEW INSTITUTIONAL SUPPORT STRUCTURE FOR THE DRAKE CURRICULUM**

Drake University has created an institutional structure to implement these revisions and to provide for continued assessment and planning for the Drake Curriculum. In 2007, the Provost created the position of Associate Provost for Curriculum, Faculty Development and Assessment to help lead and coordinate efforts to achieve the mission learning outcomes and an exceptional learning environment. The Drake Curriculum Analysis and Planning Committee (DCAP), noted above, will work with the Associate Provost and the University Curriculum Committee (UCC) to ensure that assessment procedures are systematically implemented.

Creating institutional responsibility for these activities promises dual results: to bring more faculty, administrative and student oversight and awareness of assessment results as well as to provide resources and support to programs and departments to improve their assessment methodologies.

**3A.2d: INDIRECT ASSESSMENT OF MISSION OUTCOMES AND THE DRAKE CURRICULUM**

Drake’s many surveys provide considerable indirect evidence about student engagement and learning as related to the University’s Mission. (See Criterion 2C for discussion of these surveys.) Following are a few observations, drawn primarily from the 2006 National Survey of Student Engagement (NSSE)<sup>1</sup> and 2002 and 2007 campus-based Drake Student Survey (DSS). More detail is presented in [\*Indirect indicators Drake is achieving Mission Outcomes\*](#).

### *1. The University is providing an Exceptional Learning Environment*

NSSE results routinely rank Drake high on Academic Challenge. Drake first-year students also have had higher benchmark scores on Active and Collaborative Learning, Enriching Educational Experiences, Supportive Campus Environment and Student-Faculty Interaction.

Drake students were more likely than their Carnegie peers to report that the University emphasizes spending time studying and that they spend 16 or more hours a week preparing for classes. Also, they more often reported that they were required to integrate ideas and that their coursework emphasized synthesizing and organizing ideas, information or experiences. Other sources validate the NSSE results on excellence of the Drake learning environment:

- Drake attracts excellent students. The 2007 entering class averaged a 26 ACT; 69% were in the top quartile of their high school graduating class.
- Retention of students from first to second year has ranged from 85.0% to 88.4% over the past four years.
- 92% of 2006 Drake graduates found career employment or entered graduate/professional school within six months of receiving their degree.
- On the 2007 DSS, over 80% of graduate and undergraduate students were satisfied or very satisfied with the quality of classes and their experience with faculty members.

### *2. Students are gaining knowledge and skills necessary for Collaborative Learning.*

Since the 2001 NSSE, Drake students more often have reported that they work frequently with classmates outside of class and that their Drake education has helped them to work effectively with others. Drake University first-year students are more likely than students from other Master's institutions to report working in an active and collaborative manner. Drake seniors consistently have been more likely to report working on a research project with a faculty member.

### *3. Students are achieving the knowledge and skills necessary for Meaningful Personal Lives.*

Key to developing meaningful personal lives are taking responsibility for one's own learning and developing principles by which to live.

- Approximately three-quarters of Drake NSSE respondents reported that Drake has helped them to learn effectively on their own.
- A majority indicated that Drake has helped them form a personal code of values and ethics.

### *4. Students are achieving the knowledge and skills necessary for Professional Accomplishments.*

On the 2006 NSSE approximately 75% of Drake seniors agreed that they have acquired work-related skills and that they have participated or plan to participate in a practicum, internship, field experience, co-op experience, or clinical assignment, a significantly higher figure than Carnegie peers who report 49% of such acquisition and participation.

Approximately 85% of Drake respondents reported that their skills in critical and analytical thinking have increased "quite a bit" or "very much."

On the 2007 DSS 81.8% indicated that their critical thinking skills and ability to “acquire, analyze and interpret information” were stronger because of their experience at Drake.

On the NSSE 66% of first-year students and 69% of seniors responded that they are learning to write clearly and effectively; 68% of first-year students and 62% of seniors agree they are learning to speak clearly and effectively. In both cases percentages for seniors are below our Carnegie peers, suggesting a challenge for the University curriculum.

*5. Students are acquiring the skills and knowledge to integrate professional preparation with the liberal arts.*

On NSSE, 81% of first-year students and 80% of seniors agreed that Drake has helped them acquire a broad general education. Seventy-eight percent of Drake first-year students and 81% of seniors reported that their coursework emphasizes applying theories or concepts to practical problems or in new situations.

*6. Students are acquiring the skills and knowledge to develop as Responsible Global Citizens.*

On NSSE 2006, the majority of Drake students indicated that their courses include diverse perspectives related to race, religion, gender and/or political beliefs and that they converse with students of different beliefs outside of class. First-year Drake students were significantly more likely than peers to report that Drake encourages contact among students from different economic, social, and racial or ethnic backgrounds. Over 80% of Drake students reported volunteering for community-based projects, and 31% of first-year and 41% of Drake seniors participated as part of a regular course.

### 3A.3: ASSESSMENT OF LEARNING OUTCOMES IN MAJOR PROGRAMS

In the last several years, Drake has deepened the discussion of learning outcomes for its major programs. Law, Pharmacy, Journalism, Business, Music and Art all have successfully been reaccredited. The Iowa Department of Public Instruction has reaccredited all School of Education certification and endorsement programs. (See [Accreditation List](#); full accreditation materials are in Resource Room.) In preparing for reaccreditation, each of these programs expanded and improved their assessment procedures.

All of Drake’s colleges and schools have articulated student-learning outcomes with plans to assess whether those outcomes have been achieved. In cases where the program grants degrees to both graduates and undergraduates, outcomes for the different levels are clearly differentiated. Information found in the resource room includes mission statements, learning outcomes and assessment plans for each academic major as well as discussion of feedback and changes. Fuller discussion about assessment of these programs is provided in Criterion 4C.2.

**ALL OF DRAKE’S  
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STUDENT-LEARNING  
OUTCOMES WITH PLANS  
TO ASSESS WHETHER  
THOSE OUTCOMES HAVE  
BEEN ACHIEVED.**

### 3A.4: DISSEMINATION OF ASSESSMENT INFORMATION

Drake University regularly provides evidence about its exceptional learning environments to students and the external community. This includes graduation rates, first- to second-year retention rates, job placement rates, success on professional exams (e.g. the Bar Exam, North American Pharmacist Licensure Examination), and graduate school acceptance rates. A number of programs also provide the results of alumni satisfaction surveys used to evaluate programs. For example, in the School of Pharmacy, NAPLEX results are “collated and distributed to the faculty to be used for curricular and strategic planning.” Additionally, pharmacy alumni are surveyed one and five years after graduation. Pharmacy is also exploring the possibility of using the new national survey of alumni satisfaction established by the American Association of Colleges of Pharmacy (AACP) and the Accreditation Council for Pharmacy Education (ACPE).

This self-study process has made us aware that while faculty members are knowledgeable about assessment results in their own programs, results have not systematically been made available to other constituents, including students. The Associate Provost for Curriculum, Faculty Development and Assessment, working with the Drake Curriculum and Analysis Committee and the University Curriculum Committee, is now responsible for ensuring systematic sharing of assessment results.

In conjunction with HLC’s Academy for Assessment of Student Learning, Drake will explore the kind of assessment data that will best provide needed information to the wider university community and external constituents. We also are collaborating with the Associated New American Colleges to capture the distinctiveness of these institutions and their outcomes and to share this information.

### 3A.5: COCURRICULAR ASSESSMENT

Consistent with Drake’s commitment to a holistic approach to achieving the Mission goals for student learning, cocurricular programs also regularly assess their programming.

#### 3A.5a: COWLES LIBRARY

Cowles Library provides an excellent example of how Drake University has used assessment and vision to transform the learning environment for students and provide new teaching resources for faculty. Cowles Library adheres to the [Standards for College Libraries](#) of the Association of College and Research Libraries. The standards, which focus on outcomes, address planning, services, instruction, resources, access, staff, facilities, communication, administration and budget. Each data element of the Library’s Data Repository is linked to one or more of these standards. Comparing itself to benchmark institutions, Cowles develops its collections and services to closely match curricular offerings.

Cowles biannually administers a survey instrument (*LibQUAL*) developed by the Association of Research Libraries and the Association of College and Research Libraries. Concerns and issues raised in the *LibQUAL* survey are addressed in library planning, goals

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REGULARLY ASSESS  
THEIR PROGRAMMING.**

and budget requests, leading to changes and improvements in library services. As a result of the survey data, Cowles has upgraded its technology, implemented the library's "Information Commons," and generated a strategic improvement plan for library support of the sciences. In 2006, the library added a Coordinator of Training and Service Quality. This position is an ongoing commitment to ensuring that assessment data are used effectively. Also added were a new Web development position and a librarian for information resources in the sciences and Pharmacy to address concerns expressed in the 2003 survey. For more information regarding the 2003 and 2005 surveys and library responses, see the [Cowles Web site](#). All [survey results](#) are public. See the "data repository" for all relevant library [assessment activities](#).

### 3A.5b: STUDENT LIFE

Student Life has mapped all its programming to the Drake Mission explication and developed [effective assessment](#) for all its programs, including Residence Life, Counseling, Health Services, Greek Life, Student Activities and Programs, and the Adams Leadership Program. The Division has created an assessment template that specifically ties mission-driven learning goals to planning and assessment of student life activities. The [Student Life Assessment Summary](#) includes a summary of program changes that have occurred as a result of assessment.

Using these assessment procedures, Student Life has made changes to a number of its programs. As part of the regular external review program, a consultant was brought to campus to review the Drake Counseling Center in fall 2005. The assessment report (available in the Resource Room) made a number of suggestions that resulted in several actions. As discussed in the Student Life Assessment Summary, the include increased staffing, expanded training for Residence Life staff and development of a learning outcomes document.

### 3A.6: TRANSPARENCY OF ASSESSMENT RESULTS

As noted in Criterion 1, Drake has committed to transparency with institutional data. [Outcomes data](#) and general [institutional data](#) are available on our own Web site and we have participated in projects such as the [USA Today/NSSE initiative](#) making our NSSE scores publicly available. Drake participated in the pilot phase and full implementation of the National Association of Independent Colleges and Universities' (NAICU) [University-College Accountability Network](#) project. The project provides [institutional data](#) for participating institutions that facilitate comparison of institutions through a single Web-based access point.

**DRAKE HAS COMMITTED  
TO TRANSPARENCY WITH  
INSTITUTIONAL DATA.**

**CORE COMPONENT 3B:** Drake University values and supports effective teaching.

Drake University is committed to hiring and retaining a highly qualified faculty dedicated to teaching. This commitment is crucial if the University is to provide an *exceptional learning environment* and a student experience *distinguished by collaborative learning among students, faculty, and staff*. While faculty scholarship and service are also valued, teaching is emphasized in job advertisements, promotion and tenure documents, and other descriptions of faculty responsibilities. The value placed on teaching is substantiated in day-to-day discussions and in surveys of students and faculty (See Criterion 3B.5).

Drake supports its faculty through faculty development funding and programs that provide faculty members with resources to sustain excellence in teaching and learning. Drake's faculty members have a high level of expertise in their subject matter — 96% have the terminal degree specified in their field. Teaching assistants do not have full responsibility for any Drake courses, although they do support learning experiences as lab instructors in the sciences.

**3B.1: EMPHASIS ON TEACHING IN FACULTY SEARCHES AND HIRING**

Because hiring and retaining faculty with strong credentials and a commitment to teaching are crucial to Drake's mission, institutional hiring processes emphasize teaching excellence and have helped to attract exceptional faculty who are dedicated to teaching. Drake's search processes regularly are praised by candidates as among the best that they have experienced. This was clearly articulated in an article in the [\*Chronicle of Higher Education\*](#) by a recently hired Drake faculty member.

**Search Guidelines**[\*Provost's Search Guide\*](#)[\*Human Resources Search Guide\*](#)[\*Diversifying the Applicant Pool\*](#)**3B.1a: DRAKE FACULTY ROLE IN FACULTY HIRING**

Since the faculty controls the curriculum and is responsible for ensuring a high quality academic experience. The *Academic Charter* charges the faculty of each college with responsibility to:

*... establish procedures for faculty participation in faculty appointment, reappointment, and the granting of continuing tenure. Pursuant to such procedures, the Dean of each college shall make faculty personnel recommendations to the Provost, who shall in turn make recommendations to the President of the University for action and submission to the Board of Trustees.*

While the Provost's Office and Human Resources Department provide search guidelines and other support, searches for new faculty are faculty-driven. Academic departments submit proposals for filling positions through their respective deans to the Council of Deans and the Provost, who approves positions based on assessment of University needs. Faculty members

## DRAKE DEFINES ITSELF AS A TEACHING INSTITUTION, AND TEACHING IS EMPHASIZED IN TENURE, PROMOTION AND MERIT EVALUATIONS.

write the advertisements, review candidate credentials, propose candidates for campus interviews, and set interview schedules. While the Dean and Provost interview candidates, the decision about whom to hire results primarily from faculty deliberation.

### 3B.1b: EMPHASIS ON TEACHING

Drake defines itself as a teaching institution, and teaching is emphasized in tenure, promotion and merit evaluations. Thus, advertisements for positions consistently emphasize the importance of demonstrated teaching skills. Search committees typically request statements of pedagogical philosophy and require class presentations as part of the interview process.

### 3B.1c: FACULTY DIVERSITY

As reflected in the *Strategic Plan*, Drake is committed to the importance of a diverse faculty in creating an excellent learning environment and has actively sought to diversify candidate pools. The Provost has emphasized the importance of this goal by requiring that, prior to approval to bring candidates to campus, every search committee submit a report about efforts to identify and attract candidates from underrepresented groups.

In support of this effort orientation sessions for search chairs include discussion of methods of diversifying the pool, as well as resources through which qualified candidates might be identified. Each search committee chair receives a copy of the book *Diversifying the Faculty*. The Provost's Office places all advertisements on HigherEd.com and AcademicCareers.com, both of which send advertisements to minority candidates who request notification. These efforts have met with some success as reflected in the increase in Drake faculty from racially and ethnically underrepresented groups from 8% in fall 2003 to 13% in fall 2007.

### 3B.2: TEACHING EFFECTIVENESS IN MERIT EVALUATION, TENURE, AND PROMOTION

Teaching effectiveness, an essential characteristic in hiring decisions, continues as the first criterion in evaluating faculty performance, as clearly established in the Drake University *Academic Charter*:

*Teaching effectiveness, research and scholarly activities, publications and other creative works, recognized leadership in the field, service and contribution to the University, and service to the community are the criteria for determining the candidate's merit for academic tenure.*

The *Academic Charter* further specifies that appointment and reappointment of Faculty of Instruction “shall be based on merit and the educational needs and resources of the University.”

In defining expectations for teaching excellence, Drake's college and school documents emphasize the importance of expertise in the faculty member's discipline or interdisciplinary



areas, mastery of the subject matter being taught, and the ability to present materials clearly, conduct learning activities purposefully, engage students' minds, and motivate them to perform to the best of their ability. These documents note the importance of the ability to define learning outcomes, organize materials and activities to accomplish these outcomes and assess student achievement.

### 3B.2a: COURSE EVALUATIONS

All Drake University colleges and schools require regular and systematic evaluation of teaching and course effectiveness. Recognizing that there are special or unique issues related to teaching effectiveness and performance in various disciplines, Drake University has intentionally not standardized the criteria or methods of assessing teaching excellence (see statements of evaluation procedures in Resource Room). Consequently, Drake does not use a standard form for teaching evaluation. While some colleges have adopted standardized forms, others give individual departments or even faculty members discretion in designing their own teaching evaluation forms. This allows faculty and academic units to evaluate teaching effectiveness within the context of the specific learning outcomes emphasized by each major program.

### 3B.2b: PROMOTION AND TENURE

Promotion and tenure documents (Available in Resource Room) for Drake's colleges and schools emphasize the importance of teaching as a criterion in evaluation. All define excellent teaching as primary in merit evaluation for tenure and/or promotion.

Peer review of teaching effectiveness of tenure-track faculty emphasizes the importance of teaching to the tenure decision. While partially evaluative in nature, pre-tenure annual reviews provide developmental feedback by assessing the faculty member's strengths and identifying areas in need of improvement. The tenure-track faculty member may use this information to assess progress toward tenure and begin preparing materials and documentation for the formal tenure review process.

#### Drake University External Grants

[Fiscal-Year 04](#)

[Fiscal-Year 05](#)

[Fiscal-Year 06](#)

[Fiscal-Year 07](#)

### 3B.2c: MERIT EVALUATIONS AND SALARY INCREASES

While Drake does not have an official "post-tenure review" process, every college and school requires that evaluations be completed for every course and annually reviews the performance of tenured faculty, considering teaching, scholarship and service. These evaluations, along with the tenure and promotion evaluations, serve as the basis for annual salary increases. As discussed in Criterion 2B, Drake University has greatly enhanced its faculty compensation levels in recent years. While salaries have been benchmarked against peers according to discipline and rank, actual raises are merit based, reflecting the criteria emphasized in tenure, promotion, and annual performance reviews.

**TEACHING AND  
MENTORING AWARDS  
PUBLICLY RECOGNIZE...  
THOSE FACULTY MEMBERS  
WHO MOST CLEARLY  
REFLECT TEACHING  
EXCELLENCE.**

### 3B.3: ACKNOWLEDGING AND REWARDING EFFECTIVE TEACHING

While tenure, promotion and annual merit salary increases serve as the primary methods of recognizing and rewarding effective teaching, these accomplishments also are acknowledged with awards and professorships.

#### 3B.3a: TEACHING AND MENTORING AWARDS

Teaching and mentoring awards publicly recognize, and in many cases monetarily reward, those faculty members who most clearly reflect teaching excellence. The prestigious *Madelyn M. Levitt Excellence in Teaching Award* each year honors and rewards one outstanding full-time Drake teacher. The Provost calls for nominations, then requests extensive dossiers of support materials. A faculty committee reviews the submissions and selects the recipient. The selected in a similar process, is awarded annually either to a faculty or staff member who has served as an outstanding mentor to students. Award recipients are announced each year at commencement ceremonies and are recognized on the [Drake Web site](#). The *Madelyn M. Levitt Distinguished Community Service Award* recognizes a faculty or staff member for contributions to the community (see Criterion 5B).

Drake academic units also recognize the importance of teaching with awards for faculty in their respective Colleges. Arts and Sciences selects a Teacher of the Year who speaks at the student Honors Convocation. Each year the Stalnaker Lecturer, selected in recognition of excellent teaching and scholarship, presents an all-University distinguished lecture. The College of Business and Public Administration recognizes both an undergraduate and a graduate teacher of the year at their annual banquet. The College of Pharmacy and Health Sciences presents annual awards for “Pharmacy Teacher of the Year,” “Non-Pharmacy Teacher of the Year,” “Pharmacy Mentor of the Year.” A “Preceptor of the Year” award recognizes excellence of adjunct faculty who work with sixth-year students. The Teacher, Mentor and Preceptor of the year each speak at events or serve in roles that emphasize the importance of these accomplishments to students. In the School of Law, third-year students annually select the recipient of the *Leland Stanford Forrest Outstanding Teaching Award*.

#### 3B.3b: ENDOWED PROFESSORSHIPS AND CHAIRS

The [Provost’s Guidelines for Special University/Distinguished Professorships](#) lists “Teaching Effectiveness” as the first criterion for selection of endowed chairs and professorships. The prestigious *Ellis and Nelle Levitt Professorship* recognizes the accomplishments of twelve outstanding faculty members University-wide. Colleges and schools also have several named professors and chairs. Faculty who hold the professorships and chairs are rewarded with enhanced salaries, recognized at special events, and listed on the [Drake Web site](#). Support for professorships and endowed chairs currently is one of the top fundraising priorities, deemed essential to guaranteeing continued support for a high quality faculty.

### 3B.4: FACULTY DEVELOPMENT FOR EFFECTIVE TEACHING

The first goal of Drake University’s *Strategic Plan 2001 – 06* was to “ensure the excellence,

currency and appropriateness of academic programs.” The strategic plan committed the University to a number of objectives and strategies to achieve that goal, including assessment of the *Drake Curriculum*, establishment of interdisciplinary centers, and enhancement of faculty development funding. Central to all of these initiatives is the importance of faculty control of curriculum.

It is the Drake faculty that controls all curricular issues within Colleges and the University. Faculty members within each college and school are responsible for curricular review, assessment and development, and approval of courses to be taught in major programs. The [University Curriculum Committee](#) (UCC) is comprised totally of faculty, with the Associate Provost for Curriculum, Faculty Development and Assessment serving ex officio. The UCC has primary responsibility for educational policy that has University-wide implications, including approval of interdisciplinary programs and majors. It is particularly charged with oversight of the general education program “including approving courses and categories of the general education program, establishing prerequisites, and approving assessment procedures for general education curriculum courses.” It also is responsible for recommending revision of the general education curriculum to the Faculty Senate. (See [Faculty Senate Web site](#).)

[Drake University Research Grants  
Recipients in 2006 and 2007](#)

### 3B.4a: DRAKE GRANTS FOR TEACHING AND RESEARCH DEVELOPMENT

To ensure high quality curricula, teaching, and an excellent learning environment, the University provides extensive support for faculty development. The funding for faculty development comes from both internal and external sources.

#### 3B.4a.1: Internal Grants

Internal grants derive from varied sources that support both faculty and student projects.

- **Support for Faculty and Student Research.** [Several grant programs](#) fund teaching development and faculty and student research. The [Drake University Research Grant Program](#) supports faculty research, scholarly works and creative endeavors not funded by external sources but that will position the investigator to compete more favorably for extramural support. The program encourages proposals that foster student and faculty collaboration. The [Undergraduate Assistantship Program](#), sponsored by Student Financial Aid and the Provost’s Office, creates opportunities for students to be directly involved in research or in responsibilities within an academic or administrative department. Administrators may apply for support to provide professional preparation related to students’ career goals, and many students receive assistantships to work with faculty on research projects.
- **Provost’s Faculty Development Funds.** For several years the Provost has called for proposals for the [Provost’s Faculty Development Funds](#) from which approximately \$75,000 from endowed faculty development accounts has been awarded. Successful proposals have

supported Drake's Mission and Strategic Plan. Effective spring 2007, funding was increased to \$120,000 and the Associate Provost for Curriculum, Faculty Development and Assessment was charged with its [administration](#). Funds are regularly used to support workshops planned and executed by faculty and summer study seminars, particularly those related to the Drake Curriculum. In addition, the Provost's Office has supported travel to conferences on topics such as active learning pedagogy, liberal learning, engaged citizenship, and assessment techniques, particularly as these relate to the Drake Curriculum and preparation of the next Strategic Plan. (See Criterion 2) The Provost's *Exchange Development Grants* have supported faculty travel to and work in other countries. In addition, the Provost's Office administers \$20,000 from the *Don Adams Leadership Institute* to be used for leadership development.

- **Support from Drake Organizations.** Faculty development grants also are available through a variety of organizations on campus. These include the [Center for the Humanities](#) (\$75,000 in funds for faculty research and programs in the humanities dispersed by a faculty committee), [Friends of Drake Arts](#) (\$600 grants for professional development for fine arts faculty), and grants from Drake Centers discussed in other parts of this section.

#### 3B.4a.2: College and School Support for Professional Development.

Drake University provides faculty development funds for each college and school. As part of our strategic plan, the amount is being increased over three years from \$1,000 per faculty member in FY06 to \$2,000 in FY09. Each unit allocates the funds according to its own procedures, but generally funds are available for faculty travel to professional conferences and for teaching and scholarly development. The majority of faculty members take advantage of these funds. For instance, over a three-year interval (2004–07), an average of 116 arts and sciences faculty applied for and received funds for professional conferences and workshops. Development experiences often are shared with colleagues. The College of Business and Public Administration requires faculty who use funds from the travel endowment to present the content of their seminar or the lessons learned from the professional meeting to a college teaching or research colloquium. Both the College of Pharmacy and Health Sciences and the School of Education allocate money for faculty participation in professional societies. Several units have additional funds available from endowment accounts that may be used for faculty development.

#### 3B.4b: External Grant Support for Faculty Development

Drake faculty and administrators, supported by the [Office of Sponsored Programs](#), also have been successful in obtaining external grants to support development of faculty teaching excellence.

- **Ethics in a Globalizing World.** In 2006 The [Center for Global Citizenship](#) received a major grant to strengthen international studies at Drake University by developing nine new and 16 revised courses that explore the theme of *Ethics in a Globalizing World*. In

summers 2006 and 2007 the *Center* sponsored faculty development workshops in which 22 faculty and two staff members participated in course development. These faculty and staff members represented three of Drake's five undergraduate colleges and schools. The external reviewer's [2007 report on this grant](#) praised the efforts made to date:

*Drake University illustrates how rapidly a campus can internationalize with the formidable combination of actively supportive senior administrators, able faculty members thoroughly competent in one or more of the several inherently international disciplines and who also have programmatic and grant writing capabilities, an experienced and inventive study abroad administrator, an outside funder, and an expanding core of faculty — including modern language faculty —enthusiastic in their teaching global/international content.*

The reviewer noted “a substantial increase in the number of global/international courses, students participating in international education programs, and an institutional commitment to the campus internationalization process.” The University now must determine how best to house and support these initiatives as they expand across the curriculum.

- **Academic-Practice Partnership Initiative.** In 2006, the American Association of Colleges of Pharmacy selected Drake's College of Pharmacy and Health Sciences as one of eleven pharmacy programs to participate in its *Academic-Practice Partnership Initiative*. This initiative, a pilot program to improve pharmacy education and practice for pharmacy students at experiential education sites, offers strategies and resources to improve the quality of those sites. The grant included support funds for faculty to develop expertise to implement the program. The pilot project aspired to create a portfolio of exemplary experiential sites, thus helping to promote excellence in experiential learning.
- **Network for Effective Language Learning (NELL).** In 2007 The Council of Independent Colleges (CIC) and Drake University received a W.M. Keck Foundation grant of \$360,000 to implement the Network for Effective Language Learning (NELL). The program began in summer 2007 with a workshop in which over 20 institutions participated. This program brings together a mentorship collective that includes applied linguists and language acquisition specialists, experts in the target language and civilization and native speaker tutors. They are trained on the model of the [Drake University Language Acquisition Program](#) (DULAP).

### 3B.4c: WORKSHOPS AND SERVICES

Drake University provides significant support for faculty development through workshops and services designed to improve pedagogies, to facilitate teaching in varied learning environments and to develop excellence in teaching and program assessment. In the Drake

Curriculum revision passed in 2006, the Faculty Senate adopted a statement of active learning pedagogy to guide Drake Curriculum teaching (see [Achieving Mission Learning Outcomes through the Drake Curriculum](#)).

As noted above, the University recently committed additional funding through the budget of the new Associate Provost for Curriculum, Faculty Development, and Assessment, to enhance training for faculty on active learning methods. Drake now conducts annual two-day active learning workshops each August with a half-day follow up each January using both internal and external presenters; the first two August workshops focused on collaborative learning and were facilitated by national experts: Karl Smith in 2006 and Barbara Millis in 2007. Teaching circles, each with three to four faculty who share their fall semester experiences developing new active learning assignments provide follow up to the workshops. But these workshops represent only part of Drake's efforts to enhance teaching. Over a three-year period (2004-06), Drake offered 16 workshops on various aspects of course development, outcomes assessment and development of novel pedagogy. (See [Workshop listing](#).)

Some assessment of the effectiveness of the faculty development program has been initiated. At this point, the evidence is indirect, deriving from evaluations of new faculty orientations, workshops and other events. The new Associate Provost is developing evaluative tools to ensure that faculty development programs do contribute to achievement of Drake's learning outcomes.

Finally, Drake has sponsored faculty development workshops to increase faculty participation in study abroad experiences. These workshops generally either support faculty in creation of summer [travel seminars](#) outside the United States (e.g., Uganda, Nicaragua) or support more intensive international studies through the *Center for Global Citizenship*.

#### 3B.4d: FACULTY DEVELOPMENT FOR INTERDISCIPLINARY STUDIES

Through its mission, Drake University articulates its commitment to interdisciplinary studies, particularly to *integration of the liberal arts and sciences with professional preparation*.

This commitment is evident in the *Mission Explication*, the *Drake Curriculum* and in our membership in the [Associated New American Colleges](#). This commitment requires that the University help faculty members prepare to teach effectively in an interdisciplinary curriculum. To this end, Drake has developed a number of initiatives supporting faculty in development of interdisciplinary courses and programs of study.

##### 3B.4d.1: Drake Curriculum and Interdisciplinary Development

The *Drake Curriculum* provides grounding in the liberal arts and sciences for all Drake Arts and Sciences and professional school undergraduates (including candidates for the Pharmacy Doctorate). Thus, all faculty are encouraged to develop First-Year Seminars that serve as an introduction to college level writing and research for all students, to contribute courses that promote knowledge in the [Areas of Inquiry](#) and to teach senior capstones that integrate studies in the major with general education. To support and improve the quality of

**THROUGH ITS  
MISSION, DRAKE  
UNIVERSITY ARTICULATES  
ITS COMMITMENT  
TO INTERDISCIPLINARY  
STUDIES...**

student learning within the *Drake Curriculum*, the University has sponsored a number of interdisciplinary initiatives over the last decade. In addition to projects mentioned under the discussion of grants, these have included:

- **Drake Curriculum Program Development Fund.** This fund provided the original University support for developing the [Paths to Knowledge](#) course in 1999. A \$5000 grant was awarded to four faculty members representing Politics and International Relations, Chemistry, Theater and Rhetoric to create and pilot a team-taught, interdisciplinary course. The course was designed to interest students in the creative processes of intellectual life and to provide them with the critical and analytical tools needed to become sophisticated producers and consumers of creative output.

Now a requirement in the Drake Curriculum Honors Track, *Paths* encourages students to consider the varied routes of inquiry that lead to knowledge and critical understanding, including why we seek knowledge, how knowledge is created, how we judge the value and validity of knowledge claims, and how society makes decisions about the uses to which knowledge is put. In recent years the Director of the Honors Program has provided two summer workshops for faculty interested in teaching *Paths*. Periodic workshops are held to train new faculty and update the syllabus for the course, the latest being held in May 2007.

- **2003: Science and Math for Civic Education (SMCE).** In response to faculty reflection on the *Drake Curriculum* science outcomes, a Drake program development grant was awarded to an interdisciplinary faculty group responsible for teaching the science and math curriculum. Faculty from Arts and Sciences, Education, and Pharmacy and Health Sciences convened at a 2003 summer workshop to discuss how to engage students not comfortable with quantitative disciplines by connecting science and math education to public issues. Workshop discussion of basic competencies and learning objectives for life science, physical science and math outcomes of the Drake Curriculum resulted in two 5-credit hour team-taught courses that emphasize collaborative learning. *SMCE-001: Nutrition and Wellness* and *SMCE-002: Iowa Environment* are taught by faculty members from mathematics, environmental science, biology, and chemistry. Students who complete one course receive credit either for the life or physical science AOI, while students completing both classes receive credit for both science and the quantitative outcomes of the DC. In 2004, Drake University's *Science and Math for Civic Engagement* was named a "model program" by the national [Science Education for New Civic Engagements and Responsibilities](#) (SENCER), a program sponsored by the NSF.



**SEVERAL  
DRAKE UNIVERSITY  
INTERDISCIPLINARY  
ACADEMIC CENTERS  
SERVE AS CATALYSTS FOR  
FACULTY DEVELOPMENT  
AND EFFECTIVE TEACHING  
ACROSS THE DISCIPLINES.**

**3B.4d.2: Interdisciplinary Centers and Faculty Development**

Several Drake University interdisciplinary academic centers serve as catalysts for faculty development and effective teaching across the disciplines.

Five Law School centers address diverse aspects of the legal profession. Drake's internationally recognized [\*Agricultural Law Center\*](#) provides opportunities to study the ways in which the legal system shapes our food system and influences the ability of the agricultural sector to produce, markets and uses agricultural products. The [\*Drake Constitutional Law Center\*](#), one of four constitutional law programs established by the U.S. Congress and funded by the Federal government, fosters study of the U.S. Constitution, its roots, its formation, its principles, and development. The [\*Center for Legislative Practice\*](#) combines classroom study and hands-on experiences to help students understand law-making processes. The [\*Joan and Lyle Middleton Center for Children's Rights\*](#), part of the Drake Legal Clinic since 2001, advances children's rights through the legal process, training, public information, and public policy formulation. The new [\*Intellectual Property Center\*](#) was established in fall 2007 with curricular and programmatic emphases on biotechnology and the agricultural sciences. The program features a summer institute designed to draw both students and lawyers from foreign countries as well as the United States to Drake for sessions on intellectual property law. The first of these institutes is planned for summer 2008.

In addition, the [\*Center for Global Citizenship\*](#) serves as a forum for exploring the cultural, political and economic changes that accompany globalization. The Center educates students to function effectively in different cultural contexts and to see their own culture from the perspective of others. It provides both course development and co-curricular programming, including film and speakers' series, to raise awareness of global issues on campus.

**3B.4e: SUPPORT FOR GLOBAL TEACHING AND LEARNING**

As discussed in Criterion 1, to effectively address our mission commitment to *responsible global citizenship* and the strategic planning goal to *ensure that Drake students, faculty and staff are able to function effectively as members of diverse local, national and global communities*, Drake University has undertaken many new diversity initiatives and enhanced others. Central to all of these efforts has been preparation of faculty to help achieve these learning goals.

The Center for Global Citizenship has played a major role in providing opportunities for faculty to gain global learning opportunities, enhancing preparation to support global teaching and learning. The positive effects of this center can be seen in increased [\*study abroad programs\*](#) and participation in them; growing diversity among students, faculty and staff; and the evolving DULAP program.

In addition, Drake has reached out to a number of institutions in Asia, Europe, Africa and Latin America to expand learning opportunities for both students and faculty. The most significant initiative has been with China. The [\*Drake University Chinese Cultural Exchange Program\*](#) (CCEP) offers American and Chinese faculty, students and graduates opportunities



for personal and professional development, and aims to promote diversity on campus. Drake faculty members have the opportunity to teach and conduct research at institutions of higher education in China through exchanges typically lasting two to three weeks (though longer appointments are possible). In 2005, six faculty members from English, Psychology, Business, Art and Pharmacy taught and conducted research in China. Twelve faculty members made similar trips in the summers of 2006 and 2007. In 2005, Drake University welcomed two visiting scholars from China: a professor of business at Chongqing Jiaotong University and a foreign affairs administrator at Hebei University of Science and Technology. CCEP sponsors other programs that allow Drake graduates to go to China to teach and that bring Chinese cultural events to the Drake campus.

In addition, Drake has exchange agreements with ten institutions in Austria, France, Germany, Italy, Japan, Spain and South Africa. Drake currently has a “Memo of Understanding” (a less formalized relationship) with Makerere University Business School in Kampala, Uganda, with which Drake faculty facilitated a summer 2007 international student study seminar in Uganda. Drake’s Law School has long-standing [relationships with two French universities](#). In addition, the College of Pharmacy has arranged for sixth-year students to do rotations in Australia, New Zealand, France, and [South Africa](#).

These programs have successfully generated international interest and expertise among our students. Under the direction of Dr. Eleanor Zeff, advisor for the Fulbright Scholarship program at Drake since 2004–05, seven students have [obtained Fulbright scholarships to study abroad](#). According to Allan Goodman, President of the Institute of International Education, Drake is one of the most prolific producers of Fulbright recipients among Master’s institutions nationally.

[Drake University International Initiatives](#)

#### Sabbatical Application Summaries

[2005 – 2006](#)

[2006 – 2007](#)

[2007 – 2008](#)

#### 3B.4f: SABBATICAL LEAVES AND PROFESSIONAL DEVELOPMENT

Drake recognizes scholarly and creative activity as an important component of each faculty member’s career and a key foundation for effective teaching. Thus, the University supports faculty development by providing a flexible sabbatical leave program. (See the [Drake University Faculty Manual](#) for details.) Generally, faculty members become eligible to apply for a sabbatical after seven years of service. Eligible faculty may apply for yearlong or two nonconsecutive single-semester leaves during any seven-year period. In 2003, a new “[split sabbatical](#)” program was established for tenure-track faculty. Fourth-year probationary faculty may take a single semester sabbatical prior to the tenure review to help establish their research agenda. The faculty member may apply for the second semester release after receiving tenure. Faculty members receive 70% of their base pay for the sabbatical period, plus all benefits and professorship stipends.

Faculty submit to their college or school sabbatical applications that detail a sabbatical plan and demonstrate how their release time will improve their teaching and research at Drake University. Sabbaticals are awarded on the basis of faculty proposals but also consider programmatic needs. Drake’s Board of Trustees Academic Affairs Committee reviews summary sabbatical proposals and approves all sabbatical leaves.

### 3B.5: PERCEPTIONS OF FACULTY AND EDUCATIONAL EXPERIENCE

Surveys offer some evidence about the success of Drake's efforts to hire and retain quality faculty and to provide faculty development support for effective teaching.

#### 3B.5a: STUDENT PERCEPTIONS

The importance of teaching and learning to Drake's mission and to the faculty role is conveyed to prospective students, a message supported by Drake students who consistently report perceptions that Drake faculty members are committed to excellence in teaching and learning. [Reports](#) drawn from the National Survey on Student Engagement (NSSE), the Faculty Survey on Student Engagement (FSSE), the 2001-2002 Higher Education Research Institute (HERI) faculty survey, and the 2002 and 2007 Drake Student Surveys (DSS) all support the same conclusions.

The 2007 Drake Student Survey (DSS) found that more than 80% of all undergraduate, first-professional and graduate students were satisfied or very satisfied with their experience with faculty at Drake. (Only four to six percent expressed dissatisfaction.) More than 90% agreed that their professors are knowledgeable (consistently the highest rated aspect of the academic experience on the DSS), 87% of undergraduates and Pharmacy Doctorate students say classes are challenging, and more than 85% of all students say faculty members are approachable. In response to NSSE surveys, Drake students report that faculty members are supportive of their education, available, helpful and sympathetic. More than 80% of both first-year students and seniors say they have spoken with faculty regarding career plans.

*Drake Student Surveys* in 2002 and 2007<sup>2</sup> verified Drake students' satisfaction with their professors. Over 90% each year characterized faculty as knowledgeable; 86% – 88% as approachable, and more than 80% of the students responding to the 2002 DSS were satisfied with opportunities for interaction with faculty in their major.

Focus groups with seniors conducted in 2004 as part of the Drake University [Task Force on Academic Excellence](#) verified satisfaction with faculty and provided evidence that students perceive faculty as demanding. One student described faculty as "acting as catalysts for student learning." Another summarized the senior experience as follows:

*Senior work requires ability to do in-depth analysis, analyze information from different viewpoints, think critically, develop questions, think interdisciplinarily, apply knowledge, reflect, anticipate arguments, and exceed course expectations.*

#### 3B.5b: FACULTY PERCEPTIONS OF TEACHING AND MENTORING

The value that Drake faculty place on teaching and on their mentoring relationships with students was demonstrated on the 2004 Faculty [Survey of Student Engagement](#) (FSSE). Sixty percent of faculty teaching upper division classes described themselves as available, helpful and sympathetic. Seventy percent reported that, on average, they spend one to four hours per week reflecting on ways to improve their teaching and 53% of faculty reported discussing ideas or readings from classes outside of class with their students.

<sup>2</sup> In 2002 the questions were asked specifically about professors in their major while in 2007 the questions referred generally to professors at Drake.

The 2001–02 HERI faculty survey verified that Drake’s emphasis on teaching is an important factor in faculty decisions to take positions at Drake University. “Institutional emphasis on Teaching” was the number one “very important factor” noted by faculty in their decision to work at Drake. While scholarship also was important, “being a good teacher” was the number one personal goal noted as being “very important or essential” to Drake faculty, and 85.1% of faculty agree that “my teaching is valued by faculty in my department.”

**CORE COMPONENT 3C:** Drake University creates effective learning environments.

**3C.1: DRAKE’S HOLISTIC LEARNING ENVIRONMENT**

A learning environment is a product not only of the classroom experience but also of the physical facilities and cocurricular activities. It is affected by the kinds of groups that provide social and professional experiences, as well as by the opportunities to attend lectures and arts events. Recognizing this broad spectrum of factors, we have worked to ensure that Drake students are provided a holistic learning environment in which academics, student life, and all other University entities collaborate to achieve the Mission learning outcomes.

Many elements of the effective Drake learning environment were discussed earlier in this chapter and in previous chapters. Program assessment ensures that faculty and academic administrators are aware of whether academic programs are achieving their goals. Certainly, the support that the University provides for faculty development is essential to creating an effective learning environment (see Criterion 3B).

Also essential to creating and maintaining an effective learning environment are campus physical resources. As discussed in Criterion 2, Drake has invested \$65 million in facility improvements since 2002, renovating classroom buildings and individual classrooms, laboratories. And by fall 2008 all residence halls will have been renovated. All classroom and residence hall buildings are wireless; Internet capacity has been upgraded extensively; computer labs have been expanded and upgraded, and Drake provides extensive support for learning technology.

Drake has enhanced the diversity of the learning environment, demonstrated most significantly by the increased number of international students on campus. From 2002 to 2006, the number of international and minority students grew from 9% to 15.8% of enrollment, and minority faculty percentage increased from 6.3% in fall 2003 to 9.7% in fall 2007.

Drake’s location in the state capital, a major financial services and publishing center, helps provide outstanding internship and service learning opportunities to its students. As discussed throughout the document (and focused on in Criterion 5), each year dozens of speakers, musical performers, art exhibits and other events enrich the learning opportunities for Drake students. Student government, Greek Life organizations and programs such as the [\*Donald V. Adams Leadership Institute\*](#) provide support and encouragement for students in

**DRAKE’S LOCATION IN THE STATE CAPITAL, A MAJOR FINANCIAL SERVICES AND PUBLISHING CENTER, HELPS PROVIDE OUTSTANDING INTERNSHIP AND SERVICE LEARNING OPPORTUNITIES TO ITS STUDENTS.**

<sup>1</sup>This requirement applies to all students who represent the university in activities such as intercollegiate athletics, theatre, mock-trial and student government.

developing leadership skills that help them achieve meaningful personal lives and professional accomplishments. The *Adams Institute* also models effective collaboration between Student Life, alumni and community organizations. (See Criterion 1C for further discussion.)

*Drake athletics and wellness programs* enhance the learning environment and help attain mission-learning outcomes. All student-athletes must maintain a 2.0 grade point average to compete for their teams,<sup>3</sup> and student athletes and their coaches recognize the primary academic focus of the University. In 2007, Drake had the distinction of having 114 student-athletes being selected for the [\*Missouri Valley Conference Academic Honor Roll\*](#).

### 3C.2: SUPPORT FOR AN EFFECTIVE LEARNING ENVIRONMENT

Several programs more fully illustrate the ways in which Drake University creates a unique and effective learning environment. These are Student Academic Support Programs, including Professional and Career Development Services, the Iowa Caucus Project of the Engaged Citizen Experience, and the Honors Program, Cowles Library, and Student Life cocurricular programming. A strong theme through all of these is the academic and cocurricular collaboration that has come to characterize the Drake campus. From training peer mentors who work with entering first-year students during the fall Welcome Weekend to programming in residence halls, a wide array of staff and faculty collaborate to underline the importance of the mission learning outcomes. These include the Vice Provost for Student Affairs and Academic Excellence, Associate Provost responsible for the Drake Curriculum, Dean of Students, faculty and student life staff.

#### 3C.2a: ACADEMIC SUPPORT PROGRAMS

The mission of the Student Academic Support Unit is to

. . .complement achievement of Drake's mission of providing an exceptional learning environment through co-curricular programming and services designed to enhance students' interactions with faculty, provide experiential learning opportunities on and off campus, and foster student peer-to-peer interactions with a focus on intellectual, personal, and professional development.

*Student Academic Support*, under direction of the Vice Provost for Student Affairs and Academic Excellence, consists of six areas: [\*academic achievement\*](#) (tutorial assistance), entering first-year advisors, [\*Disability Services\*](#), [\*Professional and Career Development Services\*](#), student peer-to-peer cocurricular programming, and [\*Student Records and Academic Information\*](#).

These programs begin with the academically grounded [\*Welcome Weekend\*](#) for first-year students and meet needs throughout the students' career at Drake through a variety of services. The Vice Provost also works to ensure availability of support services such as [\*The Writing Workshop\*](#) and [\*MathLab\*](#). Both Disability Services and Professional and Career Development Services not only provide support to students, but facilitate faculty efforts to address student

needs. For example, the Disability Services office provides a [guide](#) for faculty on how to address needs of students with disabilities.

The *Student Academic Support* units provide excellent examples of using assessment to collect information and create changes that better support a positive learning environment.

### 3C.2a.1: Professional and Career Development Services

Feedback over multiple years from the Drake Student Survey, student and faculty focus groups, and input from alumni and employers led to restructuring the Career Center in 2004. Though the previous fairly traditional career center model had been effective, our constituents indicated that this centralized model should be re-examined to better meet the needs of students and future employers.

To achieve new goals for the unit, the Provost moved the Career Center from Student Life to report to the Vice Provost for Student Affairs and Academic Excellence. Drake's mission, to provide an exceptional learning environment and professional accomplishments through experiential learning, gave impetus to creating new Professional and Career Development Services (PCDS), with redefined staff positions.

Within a team framework to career advising, staff are assigned on the basis of college-specific needs and student interests: one PCDS staff member is assigned to the College of Business and Public Administration and the School of Journalism and Mass Communication; another to the College of Pharmacy and Health Sciences and the School of Education; and yet another to the College of Arts and Sciences/Fine Arts. Technology has helped to expand services to students and employers. Other opportunities, such as all-campus career events and occasions focused on academic majors, have increased student participation and overall satisfaction. Assessment models are in place to monitor progress and make changes in a more timely fashion when appropriate. (Available in Resource Room.)

### 3C.2a.2: Student Records and Academic Information

In 2003, extensive evidence indicated that the traditional Registrar's Office was not adequately supporting the Drake learning environment. To reflect planned changes the office was renamed Student Records and Academic Information. The office was restructured and positions were redefined resulting in a staff that could better support the total learning-environment and provide broad-based support to students, faculty, staff, and other constituents. Staff members now work in a technologically sophisticated environment and model skills that Drake seeks to encourage among our students, such as problem-solving, creative thinking, and critical analysis. Student Records staff members work collaboratively with administrative staff in the colleges and schools to determine and implement "best practices" to maintain student records and disseminate academic information. Weekly meetings with college and school staff focus on assessing efficiency and effectiveness while improving productivity.

**BY VIRTUE OF ITS  
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TO IOWA'S FIRST-IN-THE-  
NATION PRESIDENTIAL  
CAUCUSES.**

### **3C.2a.3: Advisers for Entering First-Year (EFR) Students**

In response to an anticipated increase in the number of first-year students and in support of our promise to provide a positive learning experience, in summer 2007 the Provost created two new Entering First-Year (EFR) Adviser positions. The EFR Advisers, both recent Drake graduates, are using a holistic approach to work with students, emphasizing academic success, goal-setting strategies, decision-making skills, and personal development. Throughout the year they are meeting with first-year students in their First Year Seminars (FYS), residential life settings, individually and in small groups to provide a variety of services. By listening to concerns, the EFR Advisers connect students with appropriate campus resources.

The EFR Advisers work closely with faculty and staff in Drake's colleges and schools as well as with staff in several offices and departments across campus. They meet weekly with the Vice Provost for Student Affairs and Academic Excellence to assess progress and identify needed changes. The University will assess the program's effectiveness and determine whether to continue the positions at the end of the 2007–2008 academic year.

### **3C.2b: IOWA CAUCUS PROJECT AND THE ENGAGED CITIZEN EXPERIENCE**

Activities being developed as part of the revised *Engaged Citizen* Area of Inquiry of the Drake Curriculum illustrate Drake's unique and effective learning environment. Each year the Engaged Citizen Experience will focus classes and campus activities on a different theme.

The theme for spring 2008 is *Voices of Democracy: Dissent and Dialogue*. A significant part of the 2007–08 Experience will be [\*The Iowa Caucus Project\*](#). By virtue of its location in Des Moines, Drake University is positioned to provide a unique learning experience related to Iowa's first-in-the-nation presidential caucuses. The Iowa Caucus Project is coordinating caucus-related activities on campus and developing collaborative projects with Des Moines community partners. The project has afforded students an opportunity to meet with presidential candidates on campus, provided internships and volunteer opportunities related to the caucuses and campaigns, and developed collaborative relationships with community partners. The Project provides a foundation for students to build the knowledge, experience, and skills necessary to be effective and engaged citizens. (See [\*Description of Iowa Caucus Project\*](#).)

One *Engaged Citizen* course, "The Presidential Nominating Process: First in the Nation," is directly connected to the Iowa Caucus Project. Each student enrolled in this class will contribute to the [\*FirstInTheNation.com\*](#) Web site, where they will collaborate with students participating in similar classes in Nevada, New Hampshire and South Carolina, to provide information on the political process to universities. Students who participated in caucus opportunities with the campaigns and media in fall 2007 will create a session reflecting on their experiences and the vitality of democratic debate in spring 2008. These sessions will help shape the first Drake Curriculum Engaged Citizenship Experience.

Student and Residential Life staff and student organizations have collaborated to develop programs related to the *Engaged Citizen* theme, showing politically themed movies, and

connecting student government elections to the theme. The programs are designed to model community collaboration and to demonstrate that development of the skills and knowledge to achieve responsible and engaged global citizenship is not just the subject of one three-credit class. (See *Engaged Citizen 2007–2008* for a fuller list of Cocurricular activities.)

### 3C.2c: HONORS PROGRAM

The Drake University [\*Honors Program\*](#) is an all-University multidisciplinary program under the Office of the Provost. The program incorporates both curricular and co-curricular experiences into its programming. These two aspects, while distinct, combine to provide a total *Honors Program* experience that integrates academic and social interaction in a variety of settings. The Director and Assistant Director of the program work with a faculty Honors Program Advisory Board to guide curricular programming. The Honors Student Council (HSC) provides leadership experience for students related to their own educational experiences. Honors students help select Honors courses and help solicit faculty to teach them. The *Honors Program* sponsors a broad range of co-curricular activities and events each semester, most of which are planned by students. The HSC plans speakers, discussions, social programs and community service activities. They also produce newsletters, host a high school quiz-bowl tournament and work to recruit high school students. Most programs and activities are open to all members of the Drake community.

All Honors courses are created specifically for the *Honors Program*, and each spans several disciplines or approaches to learning. Honors classes provide a uniquely empowering environment where students and teachers interact on an equal level. Students not only take responsibility for their own learning but for the direction of the class. Honors students may substitute the *Honors Program Track* for most of the *Drake Curriculum* Areas of Inquiry.

**CORE COMPONENT 3D:** Drake University's learning resources support student learning and effective teaching.

Many of the Drake resources that support student learning and effective teaching already have been identified and described. Three additional examples illustrate Drake University's commitment to ensuring that resources support student learning and effective teaching. These are the Office of the Vice Provost for Student Affairs and Academic Excellence, technology support services and the Cowles Library.

### 3D.1: VICE PROVOST FOR STUDENT AFFAIRS AND ACADEMIC EXCELLENCE

As reported in Component 3C, the Vice Provost for Student Affairs and Academic Excellence oversees Academic Support Services that provide many programs and learning resources to Drake Students. That office also is responsible for ensuring that students, faculty and other constituents have access to information about courses, academic support and other services.



**3D.1a: ACADEMIC SUPPORT OFFICES**

The Vice Provost coordinates Drake's multilayered approach to providing academic information services on campus. The Office of Student Records and Academic Information furnishes services typically offered by Registrar Offices. Associate deans and academic support specialists provide services and information to the colleges and schools. The Vice Provost coordinates these efforts through the Council of Academic and Administrative Departments (CAAD) and *Links*, whose weekly meetings bring individuals from Student Records and the Deans Offices together. Admission, Information Technology, Marketing and Communication, Athletics, International Center, and Student and Residential Life staffs work together consistently to provide high quality information and support.

**3D.1b: INSTRUCTIONAL SUPPORT**

The Vice Provost works with faculty in various programs to coordinate tutoring support and supplemental instruction. [\*Peer Assistance and Academic Labs\*](#) provide supplemental instruction for a variety of courses that students traditionally find to be most challenging. Tutorial help is provided in the Meredith Hall [\*MathLab\*](#), the Howard Hall [\*Writing Workshop\*](#), the International Center, and Cowles Library. The *Writing Workshop* provides an example of Drake's approach to providing support while also encouraging students to develop learning skills. The Writing Workshop provides one-on-one support to undergraduate, graduate, and law students who need help with individual writing assignments. Rather than "fixing" writing problems, peer tutors answer questions and help devise actions that the individual can use to address writing problems.

**Student Technology Fees****Provost Reports**[\*2001 – 2002 Report\*](#)[\*2002 – 2003 Report\*](#)[\*2003 – 2004 Report\*](#)[\*2004 – 2005 Report\*](#)[\*2005 – 2006 Report\*](#)[\*2006 – 2007 Report\*](#)**3D.2: SUPPORT FOR EDUCATIONAL TECHNOLOGY**

Drake has recognized the importance of ensuring that faculty members have access and the ability to use technology effectively to enhance their teaching and that students have access to technology necessary to their success.

**3D.2a: STUDENT TECHNOLOGY FEES**

Drake has strengthened its support for acquisition of teaching technology. As discussed in Criterion 2B, the Drake University student technology fee, now in its seventh year, funds educational technology projects that relate to teaching and learning. During the last year this fee generated \$1.3 million for technology projects. Each spring the Provost reports on the use of these technology funds to the Student Senate. These reports reflect the extent to which learning technology has been enhanced in recent years.

**3D.2b: THE OFFICE OF INFORMATION TECHNOLOGY**

At Drake University the Office of Information Technology (OIT), along with technology support staff in the academic units, ensures access to information technology, one of the most salient resources for effective teaching and learning. The stated mission of the OIT is to provide the Drake community with the information technology leadership, services and support needed to achieve the University's goals.



In addition to ensuring that Drake has reliable and high power network access and email services, OIT ensures that technology resources are available to students and faculty. OIT personnel spearheaded the 2005 project to make all classroom and student common areas wireless for use with laptops. College and school technology support specialists work with OIT to maintain a number of specialized computer labs, including for Accounting, Chemistry, Computer Science, Economics, Music, Graphic Design, Journalism and Mass Communications, and Physics.

The [Office of Instructional Technology](#) each semester offers both workshops and individual consultation on using technology. Faculty, students and staff have access to the resources of the [Multimedia Development Studio](#) to create and develop teaching materials, complete course assignments that include multimedia (e.g. video projects, enhanced PowerPoint presentations, audio recording) and check out camera equipment to fulfill course assignments. The full-time Instructional Technology Specialist supports and consults with individuals needing help with projects. The office also supports student learning directly through individual sessions, e-mail communication and/or phone support from the Help Desk, and computer assistance for students with either PCs or Macs.

### 3D.2c: SUPPORT FOR INTEGRATING TECHNOLOGY INTO TEACHING

With University funding, the Center for Digital Technology and Learning (CDTL) for several years supported effective integration of technology into the classroom. The Center supported faculty fellows who worked with peers, sponsored many workshops and purchased equipment. The Associate Provost for Curriculum, Faculty Development and Assessment now has assumed these responsibilities. In addition, Cowles Library supports faculty and students in use of its extensive digital resources and is collaborating with the Associate Provost to provide services for integrated information literacy instruction.

Individual colleges and schools also support e-technology initiatives. For example, the School of Education supports faculty and student workshops, has developed a mobile laptop lab for use in classrooms on campus and has provided hardware and software to connect with external learning sites.

### 3D.3: COWLES LIBRARY SUPPORT FOR EXCELLENCE IN LEARNING AND TEACHING

The mission of Cowles Library is to empower the Drake community to access and use information successfully. Cowles Library is committed to creating and maintaining a dynamic learning environment focused on service and guided by the principles of intellectual freedom. (See [Cowles Library Strategic Plan](#) for 2004–2006, August 2004.) Library staff and faculty reach out to support effective teaching in the Drake Curriculum, and library personnel serve as Instructors of Information Literacy and First-Year Seminar courses.

Among the ways in which Cowles Library supports effective learning and teaching is the Library Liaison program, which ensures ongoing communication between the Library and Drake faculty. The Library holds biannual meetings to update faculty on services and resources and to enhance collaborative educational efforts with academic departments.

Cowles Library has committed to understanding how emerging technological and social changes affect the learning environment. The notion of the library as a “treasure box” of information is being supplanted with the goal of building communities, both virtual and physical, to facilitate a dynamic learning environment. Cowles provides electronic access to many resources for Drake students, faculty, staff, alumni and many other constituencies. Cowles Library’s entire “electronic collections” of 15,000 journals and 30,000 electronic books are available to all Drake students, including those studying abroad. This capability supports Drake’s education-at-a-distance offerings. The [\*Drake Digital Repository \(“eScholarShare”\)\*](#) provides access to a wide array of the research and publications by Drake students and faculty. As such, Cowles is positioned to be a key player in the “Open Access Initiative” (OAI), a worldwide movement to open access to scholarly research. Another digital initiative, the [\*Drake Heritage Collection\*](#), is dedicated to preserving the history of Drake University as well as its surrounding community, through digitization and other projects, free and open to all researchers. Steps that will continue to strengthen and expand the Drake digital environment are being planned.

In recent years, many modifications have been made to Cowles Library to ensure that it serves the needs of Drake students and faculty. An electronic classroom, a media classroom, a quiet study area, the Heritage Room, and an Information Commons have been created out of existing space. The *Commons* has significantly increased student use of the Library. The qualifications and composition of the Library staff and faculty also have evolved to support the new facilities and programs. Within the past three years the positions of Web Developer, Systems Specialist, Electronic Resources Manager, Digital Librarian, Pharmacy/Sciences Librarian, Coordinator of Training and Service Quality and First-Year Services Librarian have been created as new or reconfigured positions.

### 3D.4: CAMPUS FACILITIES TO SUPPORT AN EXCEPTIONAL LEARNING ENVIRONMENT

Analysis of present facilities and of innovations in learning environments has guided Drake’s efforts to accommodate the learning activities required for our active learning outcomes. We have expanded use of technology on campus and renovated classrooms and laboratories to adapt them to a variety of teaching and learning styles. These efforts, guided by the [\*Campus Master Plan\*](#), include the Science Master Plan, the Classroom Renovation Project, the Electronic Classroom Project and Residence Hall Renovations.

#### 3D.4a: SCIENCE MASTER PLAN

In 2004 Drake worked with Brook, Borg & Skiles; architects; and Research Facilities Design (RFD), a laboratory design company, to develop a *Science Master Plan* for the ten-year development of campus science facilities (available in Resource Room). The architects and RFD met extensively with faculty and created a conceptual design. The resulting facilities would enhance inquiry-based collaborative learning in classrooms and labs, facilitate undergraduate student research and create informal space for student study and interaction with

each other and faculty. In 2006, the Roy J. Carver Trust plus individual donors and estate gifts provided support needed to initiate the first part of this plan, a \$4 million renovation of the introductory biology and psychology labs and classrooms in Olin Hall. The new classrooms were ready by fall 2006, and student and faculty responses have been overwhelmingly positive.

#### **3D.4b: CLASSROOM RENOVATION PROJECT**

Drake has provided over \$250,000 each of the last three summers to upgrade thirty-one classrooms to provide more effective learning environments. Carpet and better ceilings help control sound and create a better aesthetic atmosphere for learning. Easily movable chairs and tables allow flexibility to adapt the rooms from a lecture setting to arrangements for small or large group discussions.

#### **3D.4c: ELECTRONIC CLASSROOM PROJECT**

In collaboration with members of the Board of Trustees, Drake has devoted nearly \$220,000 in 2006 and 2007 to secure and install equipment for 20 twenty electronic classrooms. Almost all of Drake's midsize classrooms and several smaller classrooms are now electronic. Classrooms all include an LCD projector, computer, DVD/CHS player and hookup for laptops. All of the classrooms are equipped with wireless Internet access, permitting students and faculty to access resources needed for classes.

#### **3D.4d: RESIDENCE HALL RENOVATIONS**

Grounded in the philosophy that student learning flows from the classroom to the residence hall, all residence halls will have been renovated by fall 2008. The renovations have improved the living environment, and by adding classrooms and other learning facilities, have better integrated residential life with the broader learning environment.

# CRITERION 4: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE



Drake University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

The Drake Mission Statement dedicates the University to promoting a life of learning within:

*...an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship . . . distinguished by collaborative learning among students, faculty, and staff and by the integration of liberal arts and sciences with professional preparation.*

**CORE COMPONENT 4A:** Drake University demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.

Discussions of Criterion 2 and Criterion 3 have made clear that Drake University has committed to providing an exceptional learning environment. Strategic, mission-driven planning and budgeting have put the university in a position to provide strong fiscal support for compensation, faculty and staff development, classroom upgrades, facilities improvements and technology. These all support the University's commitment to scholarship, creativity and lifelong learning.

#### **4A.1: ACADEMIC FREEDOM IS ACTIVELY SUPPORTED**

Drake University is strongly committed to principles of academic freedom that support the “free search for truth and its free exposition.”<sup>1</sup> By affirming the centrality of the quest for knowledge, assuring the freedom to teach that knowledge, by emphasizing the process of learning and celebrating the growth that emerges from focused inquiry, Drake demands that its faculty, staff and students participate in the rich exchange of ideas characteristic of a community of dedicated inquirers.

The commitment to academic freedom is strongly affirmed throughout Drake University's *Academic Charter*. The preamble to the *Charter* notes the commitment of the Board:

<sup>1</sup> AAUP Policy Documents and Reports, p.3.

*The University's Board of Trustees and administrative officers recognize that freedom of expression and constructive criticism are vital to the preservation of the academic environment of Drake University. Faculty, students, and administrators enjoying such freedoms bear the responsibility to support and enhance a free academic community." (Academic Charter: i).*

Section IV "Academic Freedom" makes the University's commitment clear (p. 3):

*Faculty members are free to conduct their classes in their own manner, commensurate with the highest standards of the teaching profession. Every effort should, of course, be made to keep uppermost the learning goals of the course and the general objectives [of the] Mission of the University as articulated in its mission documents. Faculty members are free to engage in research and publication of their own choosing, subject to fulfillment of their University commitments.*

The University's commitment to integrity of information also is clearly stated (p. 3):

*Faculty members writing or speaking as citizens are free to express themselves without censorship by the University. As educational representatives of the University, however, they have the positive duty of being accurate, exercising appropriate restraint, showing respect for the opinions of others and making every effort to clarify that they are not speaking for the University.*

In addition, the AAUP "1940 Statement of Principles on Academic Freedom and Tenure" and seven other AAUP documents are included as appendices to the [\*Academic Charter\*](#).

#### **4A.2: RECOGNITION AND SUPPORT FOR SCHOLARSHIP AND LEARNING**

The University values and provides an environment and resources to support ongoing learning and development among faculty, staff, community members and other constituents.

##### **4A.2a: SCHOLARSHIP AND CREATIVITY VALUED**

Drake University recognizes that faculty research, in whatever field, informs teaching and that research is vital to the intellectual growth of the faculty and, by extension, the institution. It thus expects faculty to be active in externalizing their work. Section 2.4 of the Drake University Faculty manual states that:

*The University considers participation in scholarly and creative work to be part of a faculty member's commitment. These activities are perceived to be an essential part of personal growth and of preparedness for teaching on the University level. Externalization through publication, presentation, or performance, as appropriate, is seen as a natural and desired outgrowth of this scholarly and creative work.*

Drake University colleges and schools establish clear expectations that faculty members will be productive scholars as is consistent with standards of their disciplines and the University's emphasis on teaching. These expectations are stated in advertisements for positions, in promotion and tenure guidelines, in formal criteria for merit evaluations and are reflected in merit salary increases.

#### 4A.2b: SCHOLARLY AND CREATIVE ACCOMPLISHMENT RECOGNIZED

Although teaching excellence is the primary criterion for faculty review, Drake expects that all faculty members engage in scholarship and creative activity and that they be active scholars who present the results of their research and creative activities in many venues. Drake provides significant support for faculty scholarship as well as for collaborative research between faculty and students. The summary of faculty papers, publications and creative activities is impressive.

##### 4A.2b.1 Recognition of Faculty Scholarly and Creative Work

Drake recognizes the scholarly and creative work of Drake faculty members in many ways. This occurs through merit evaluations and merit raises, endowed professorships, faculty [\*recognition awards and campus publicity\*](#). As discussed in Criterion 3, [\*endowed professorships and chairs\*](#) recognize both scholarly accomplishments and teaching excellence of Drake faculty.

Drake colleges and schools also recognize the scholarly work of faculty with awards and other honors. The College of Arts and Sciences recognizes scholarly work through its yearly designation of the Stalnaker Lecturer and biennial designation of a [\*Centennial Scholar\*](#). The College of Business and Public Administration's Harry I. Wolk Scholarship Award recognizes the quantity and quality of faculty scholarly work. The College of Pharmacy and Health Sciences confers the *Richard and Brenda Hartig Distinguished Professor Award* for faculty uniqueness, innovation and creativity in teaching, scholarship, service or practice.

[\*OnCampus\*](#), the weekly electronic newsletter, highlights and communicates to the Drake community many of the scholarly accomplishments of the faculty, and faculty publications are noted in the alumni publication *Drake Blue*. Cowles Library's [\*eScholarShare@Drake\*](#) provides a space to share published articles, manuscripts and other scholarly work by faculty. Cowles Library also prominently displays faculty and staff publications in the library.

##### 4A.2b.2: Recognition of Student Academic Accomplishment

Drake University also recognizes students' scholarly and creative accomplishments. At the close of each semester the President's list recognizes all undergraduate students who have earned a grade point average of 4.00 and deans' lists acknowledges undergraduates who have achieved a grade-point average of 3.50 and above.

Students who sustain exceptional academic performance are recognized at [\*commencement\*](#) as Cum Laude, Magna Cum Laude or Summa Cum Laude and may be recognized for other departmental and Honors Program accomplishments. The [\*Oreon E. Scott Award\*](#) for

#### Faculty Publications and Presentations 2005 – 2007

[\*Arts and Sciences\*](#)

[\*Business and Public Administration\*](#)

[\*Cowles\*](#)

[\*Education\*](#)

[\*Journalism and Mass Communications\*](#)

[\*Law\*](#)

[\*Pharmacy and Health Sciences\*](#)

“Scholarship, leadership, service and involvement” is presented annually to the outstanding graduating senior. The recipient speaks for and to the senior class at commencement ceremonies.

Each college and school gives awards to students for outstanding academic performance. The list of awards, presented at ceremonies held each spring, is extensive and speaks clearly to the importance that Drake students place on scholarly accomplishment (See Resource Room). In addition, student accomplishments are recognized through invitations to membership in [\*academic honor societies\*](#).

In recent years external organizations have also acknowledged the academic accomplishments of Drake students. As noted in Criterion 3, since 2004–05 [\*seven Drake students\*](#) have been awarded Fulbright Scholarships to study abroad. In addition, a number of students have received or been finalists for Truman and Goldwater Scholarships.

Recognition of Drake student scholarly work increasingly is occurring in acceptance of papers for presentation and publication and invitations to present creative work. In recent years students have coauthored approximately 30 papers with faculty.

#### 4A.2c: SUPPORT FOR FACULTY LEARNING

Drake University faculty and staff development programs recognize the importance and facilitate pursuit of a life of learning. The programs provide extensive support for independent scholarly work and also provide opportunities for ongoing learning and skill development.

##### 4A.2c.1: Sabbatical Leaves

The Drake sabbatical program provides strong institutional support for a life of learning for its faculty. As discussed in Criterion 3B, Drake’s flexible sabbatical leave program grants faculty two semesters of sabbatical leave every seven years. The semesters may be taken consecutively, or in separate years. In addition, a split-sabbatical program is available in which tenure-track faculty in their fourth year may take a one semester leave and after receiving tenure may apply for a second semester. Faculty members receive 70% of their base pay for the leave period, plus all benefits and professorship stipends.

#### Sabbatical Application Summaries

[\*2005–2006\*](#)

[\*2006–2007\*](#)

[\*2007–2008\*](#)

##### 4A.2c.2: Faculty Development Support

Drake University sponsors [\*several grant programs\*](#) that support faculty research and teaching. Funding was described in Criterion 2B, and the discussion in Criterion 3B emphasized how these funds support teaching development. As noted earlier, the [\*Provost’s Faculty Development Funds\*](#) provide significant funding for faculty activities that support Drake’s Mission and Strategic Plan. Used primarily for pedagogical enhancement, these funds support Drake faculty to learn about and develop skills related to new teaching and learning strategies. The [\*Drake University Research Grant Program\*](#), with grants of up to \$3,000 per year, supports faculty research, scholarly works and creative endeavors that have not received funding from external sources and that will position the investigator to compete more favorably for extramural support. The program encourages proposals that foster student and faculty collaboration.



These competitive awards are peer-reviewed internally. Funding regularly supports a range of activities such as lab research, research assistance or installation of artwork. A [list](#) of recently funded projects demonstrates the variety of scholarly activities.

Several campus groups also provide faculty development grants. Support by the *Center for Global Citizenship* was discussed in Criterion 3B. The [Center for the Humanities](#) is dedicated to invigorating the academic life of Drake University and providing an intellectual center for the College of Arts and Sciences. To fulfill its mission, the *Center* both initiates projects and responds to proposals by individual faculty or groups of faculty that promise to draw upon and contribute to scholarship and pedagogy in the humanities. A faculty committee disperses \$75,000 in funds for faculty research and programs in the humanities. Faculty from across the University doing humanities-based research may submit proposals.

The [Friends of Drake Arts](#), a membership-based organization dedicated to supporting the arts at Drake University, annually provides approximately \$10,000 to support arts faculty in their scholarly and other development activities. In addition, they provide almost \$30,000 directly to the arts departments. In recent years Friends has obtained funding to provide access to the arts for school children and senior citizens. (See Criterion 5D for further description.)

#### 4A.2c.3: Support for Presenting Scholarly Work

As discussed in Criterion 2B.5b, Drake University allocates funding to each college and school for faculty development. From Fiscal Year 07 through 09, this amount will have doubled from \$1,000 to \$2,000 per faculty member. These funds, allocated by the colleges and schools, tend to be used to support activities that engage faculty with other members of their professional communities. While most units provide significant support to faculty who are presenting or have another official role in a conference, funds are also generally available for faculty who wish to attend a conference out of professional and/or pedagogical interests.

#### 4A.2d: SUPPORT FOR STAFF LEARNING

The *Drake University Strategic Plan 2001–2006* recognized the need to “provide an environment conducive to excellence and professional development” and called for several measures such as staff development programming and funding to achieve this objective. The University now supports staff development through significant direct allocation of funds (See Criterion 2B.5b). In addition, the Human Resources Department funds workshops, professional dues, memberships and subscriptions, and staff training and development. Colleges and schools also fund staff participation in conferences and institutes. The Human Resources Department maintains a “library” of current off-campus training opportunities for which full-time staff wishing to attend may request financial support.

**4A.2d.1: Excellence in Learning and Development**

The *Excellence in Learning and Development* (ELD) program, sponsored by the Human Resources Department, was initiated in September 2004. This program offers a wide variety of workshops throughout the academic year. Programs are from one to four hours long and are offered during normal work hours. Employees are paid for the time that they attend the program sessions.

Some sessions enhance work skills, while others are designed to provide general learning opportunities. Sessions focus on workplace skills and needs such as management of student workers, conflict resolution, orientations for new workers, and safety and security. They provide information about the Drake Mission and activities such as internationalization of the campus, and even have offered tips on photography. In 2005, recognizing that employees must balance their home and work demands, Human Resources added the “*Work/Life Balance Week*” to the ELD program (see *2007–08 Excellence in Learning and Development Courses*). Workshops are evaluated through a feedback survey with adjustments made for the following year’s offerings based on that feedback.

Staff members who attend eight credit hours of classes are recognized at a year-end Awards Ceremony, where they receive an *Excellence in Learning and Development Certificate* signed by the University President and the Human Resources Director.

**4A.2d.2: Drake University Learning and Development Leave Program**

In April 2005, the Board of Trustees approved the Drake University Learning and Development Leave Program:

*The Drake University Learning and Development Leave Program provides all non-bargaining full-time 12-month staff an opportunity for paid time off for comprehensive in-depth learning activities that will contribute to the growth of the employee and further the strategic initiatives of Drake University. Learning and development leave is not designed for the pursuit of academic degrees.*

Drake staff members may submit proposals for activities such as attending conferences or workshop, then return to implement what they have learned; they may also work on special projects for which normal work responsibilities do not provide time or work with peers at another institution to develop new perspectives or specialized knowledge.

**4A.3: FACULTY AND STUDENT COLLABORATION IN LEARNING AND RESEARCH**

The value placed on a life of learning is evident in the University Mission commitment that:

*The Drake experience is distinguished by collaborative learning among students, faculty, and staff.*

Several Drake programs support this goal by providing opportunities for students to work closely and collaboratively with faculty on research projects. The [\*Undergraduate Assistantship Program\*](#), sponsored by Student Financial Aid and administered jointly with the Provost's Office, supports applications from faculty and administrators. Assistantships may be designed to involve students directly in research or to provide professional preparation experiences within an academic or administrative department. The [\*Drake University Research Grant Program\*](#) (see Section 4A.3c) encourages proposals for faculty and student collaborative research projects.

All Drake colleges and schools endorse the value of student-faculty research collaboration, offering students the opportunities to work with faculty on guided research projects, internships or independent studies. The [\*Drake Undergraduate Science Collaborative Institute\*](#) (DUSCI), described extensively in Criterion 4B, is a tangible result of this educational philosophy. Some colleges are able to provide monetary support for students to present the results of their research at regional or national conferences. The College of Arts and Sciences *Student Travel and Research* [STAR] fund, initiated by the College's National Advisory Council, from 2004 to 2006 [\*supported travel for 20 students\*](#) to make presentations, give performances or participate in research.

#### 4A.4: OUTREACH FOR LIFELONG LEARNING

In addition to Drake's commitment to prepare students to become lifelong learners, Drake is committed to being a center of life-long learning in Central Iowa. The *Billie and Robert Ray Society for Lifelong Learning* ([\*RaySociety\*](#)) is within Drake's academic division. The RaySociety "is designed to provide non-credit educational opportunities, activities and events to individuals of retirement age in Central Iowa and to provide a social setting for people to meet and exchange ideas with others who have similar interests." This organization, with over 400 members, brings Drake alumni, faculty, and members of the community to Drake to pursue learning on a range of topics. (See Criterion 5A for more information on the *RaySociety*.)

The University hosts or sponsors numerous speakers, events, workshops, performances, exhibitions and symposia, almost all of which are free and open to the public. These events are advertised extensively in the surrounding area through press releases, advertisements and distribution through various organizations. (See Section 4B.3a and Criterion 5 for details.)

**DRAKE IS COMMITTED  
TO BEING A CENTER OF  
LIFE-LONG LEARNING IN  
CENTRAL IOWA.**

**CORE COMPONENT 4B:** Drake University demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Providing a learning environment that supports acquisition of breadth of knowledge and skills and intellectual inquiry is essential to achieving the commitments of the Drake University mission goals to prepare students for *meaningful personal lives and for professional accomplishment*. To fulfill these goals, the University offers academically challenging experiences that emphasize active learning; it also provides holistic education, a rich array of undergraduate and graduate research, and experiential learning activities. (See [Mission Explication](#).)

#### 4B.1: BREADTH OF KNOWLEDGE THROUGH UNIVERSITY-WIDE PROGRAMS

To help students acquire a breadth of knowledge, Drake has integrated liberal arts with professional studies, designed a curriculum that offers breadth of knowledge and supports an Honors Program that promotes intellectual inquiry and interdisciplinary study.

##### 4B.1a: INTEGRATION OF LIBERAL ARTS AND PROFESSIONAL STUDIES

As a member of the *Association of New American Colleges* ([ANAC](#)), Drake University is committed to the goal of “purposeful integration of liberal education, professional studies and civic engagement.” This is reflected in the Drake mission goal of “*integration of liberal arts and sciences with professional preparation*.”

These commitments are articulated in the Drake University *Mission Explication*:

*Drake-educated students develop self-knowledge and individual talents that contribute to meaningful personal lives and professional accomplishments as they integrate liberal arts and sciences and professional preparation to become reflective practitioners and engaged citizens.*

The *Explication* further specifies that a Drake graduate will have breadth and depth of knowledge and a range experiences and skills gained through the Drake Curriculum, coursework in major fields and cocurricular experiences. While all Drake University undergraduates and Pharmacy Doctorate students may enroll in their chosen professional-school program (in Business, Journalism, Pharmacy, and Education) in their first undergraduate year, they must pursue liberal studies through the Drake Curriculum.

Drake’s philosophy of active student-centered learning promotes student responsibility and creativity. Students at Drake University are expected to actively construct knowledge, not passively receive it. They are expected to define and achieve their own learning goals in the context of University guidelines and programs.

**ANAC is a national consortium of twenty-two selective, small to mid-size (2,000 – 7,500 students) independent colleges and universities dedicated to the purposeful integration of liberal education, professional studies, and civic engagement.**

**4B.1b: THE DRAKE CURRICULUM**

The *Drake Curriculum* (DC) is central to Drake's effort to ensure breadth of knowledge for all Drake students. As asserted on the DC Web page:

*Drake University is committed to providing our students with a liberal education through the Drake Curriculum. Drake students will gain the breadth of knowledge and skills necessary to successfully function in a complex and rapidly changing world. The Drake Curriculum prepares students to live fulfilling lives and to contribute to their communities.*

Area of Inquiry (AOI) requirements are designed to provide students with a solid introduction to a variety of intellectual fields and a diversity of learning experiences. As such, they are intended to contribute to the learning outcomes drawn from the *Drake Mission Statement* in helping students prepare for meaningful personal lives and responsible global citizenship and to help them integrate liberal arts and sciences with professional studies.

**4B.1c: THE DRAKE UNIVERSITY HONORS PROGRAM**

The Drake University [Honors Program](#) is strongly committed to interdisciplinary programming that provides breadth to the learning experiences of participating students. The program offers challenging, discussion-based courses on interdisciplinary and topical issues. The *Drake Curriculum Honors Track* includes [Paths to Knowledge](#), a course designed to interest students in the creative processes of intellectual life and to provide them with the critical and analytical tools needed to become sophisticated producers and consumers of creative output. The course is team-taught by faculty from several curricular areas. [Other Honors courses](#) and the Senior Honors Thesis offer students an opportunity to explore eclectic areas of interest with students whose major areas of study span the University's offerings (See 3C for additional description.)

**Drake Curriculum AOIs**[Written Communication](#)[Information Literacy](#)[Critical Thinking](#)[International and Multicultural](#)[Historical Consciousness](#)[Artistic Experience](#)[Life and Physical Science](#)[Quantitative Values and Ethics](#)[The Engaged Citizen](#)**4B.2: BREADTH OF STUDY IN MAJOR PROGRAMS**

Drake's undergraduate, graduate and interdisciplinary programs contribute to its students' gaining breadth of knowledge.

**4B.2a: UNDERGRADUATE MAJORS**

Major programs promote acquisition of breadth of knowledge and skills and exercising intellectual inquiry in many ways. In addition to completing Drake Curriculum requirements, each of Drake's professional colleges and schools requires that undergraduate students take many hours outside of their own unit, with the School of Journalism requiring that approximately three-quarters of their courses be taken in other units through Pharmacy, which requires significant outside coursework, but primarily in the sciences. (See [course catalog](#) for specific information.)

**...GRADUATE STUDY AT  
DRAKE ENCOURAGES  
DEVELOPMENT OF VALUES  
AND SKILLS THAT SERVE  
LIFELONG LEARNING AND  
PROFESSIONAL NEEDS OF  
ITS STUDENTS.**

#### 4B.2b: GRADUATE PROGRAMS

As illustrated by programs in the College of Business and Public Administration (CBPA), graduate study at Drake encourages development of values and skills that serve lifelong learning and professional needs of its students.

The master's programs in the CBPA each have articulated learning outcomes, such as those detailed for the MBA. Upon achieving the MBA, each student must be proficient in the following areas:

- **Communications:** demonstrate the ability to prepare and deliver professional oral presentations and to research and write concise and documented business memoranda and reports.
- **Leadership and Governance:** identify and understand the characteristics, role and implications of effective leadership and corporate governance.
- **Global:** identify the implications, risks and opportunities of global markets.
- **Diversity:** understand the implications for business in a pluralistic and diverse society and the accepted approaches for operating successfully in this environment.
- **Ethics:** recognize ethical issues in organizations and apply a framework for addressing them.
- **Strategic Perspective:** use a strategic perspective for business decision making.
- **Analysis and Problem Solving:** identify organizational opportunities and problems; use quantitative information, applying appropriate theory and techniques to analyze them.
- **Information Technology:** demonstrate the ability to apply information technology where appropriate, recognize opportunities created by information technology and incorporate them into strategic decision making.

Learning Outcomes for the Master's of Public Administration (MPA) are similar to those listed for the MBA but integrate special skills and applications appropriate to the public sector. Because the MPA program is located in the College of Business and Public Administration, students can easily integrate public management coursework with business management, accounting, finance, marketing and information systems, courses taught with the public sector in mind. Additionally, appropriate graduate courses from other Drake University disciplines such as law, education, journalism and mass communication, pharmacy and health sciences, and the liberal arts provide alternative multidisciplinary options that add breadth and enhance the unique nature of the MPA degree. Learning outcomes that provide breadth to the program similarly are provided for the Master of Financial Management and Master of Accounting programs.

#### 4B.2c: INTERDISCIPLINARY PROGRAMS

Drake University's curricular development for many years has emphasized interdisciplinary studies, developing several interdisciplinary majors. They stress the interface and unique, focused application of multiple disciplines and reflect the University's commitment to encouraging multidisciplinary approaches to understand world phenomena. Among those are Biochemistry, Cell and Molecular Biology, Environmental Science and Policy, International Business, Law, Politics and Society, Neuroscience and Quantitative Economics.

For over 20 years the University has encouraged development of interdisciplinary minors, or *Concentrations*. Current interdisciplinary *Concentrations* include [Women's Studies](#), [Latin American Studies](#), [Interdisciplinary Studies in Information Technology](#), [Human Resources](#) and [Documentary Production](#), all of which encourage students to explore areas of focus from multiple perspectives.

For the past several years two interdisciplinary majors, Law, Politics and Society and Biochemistry, Cell and Molecular Biology, have ranked among programs with the [highest number of majors](#) at Drake University. Dual majors in Actuarial Science combined with other business fields (such as finance) also have been extremely popular. In the fall of 2007 Drake launched a new [Health Sciences](#) major that draws upon Pharmacy, Business, and Arts and Sciences disciplines. This major drew almost 40 first-year students in its first year.

The University has supported faculty preparation to teach in the interdisciplinary programs through faculty development funding. In 2005 and 2006 the Provost's call for faculty development proposals emphasized support for workshops to develop faculty expertise in teaching in interdisciplinary programs. (See 3B for discussion of Faculty Development Program.)

### 4B.3: BREADTH OF LEARNING THROUGH COCURRICULAR ACTIVITIES

#### 4B.3a: STUDENT ORGANIZATION ACTIVITIES

Drake's commitment to integrating academic and student life activities is reflected in the activities of student organizations. Many student [organizations](#) support classroom learning, offer experiences to enhance students' career choices, and provide opportunities for collaborative learning. The number of events is too long to list, but among events in September and October 2007 were sessions focusing on GRE Study, P.O.W.E.R. Business Writing, and Transition and Procrastination.

#### 4B.3b: CAMPUS PRESENTATIONS

On almost any day or evening at Drake University students, faculty, staff and community members may select from a range of events that provide learning opportunities and enhance the breadth and depth of their educational experience. Lectures and presentations by national figures, musical recitals, lectures by disciplinary and issue experts, workshops, and readings provide campus and community constituents opportunities to expand and deepen their knowledge.

##### 4B.3b.1: Major Lecture Series

Drake University is firmly committed to serving as the place where both the University community and central Iowa come together to explore and debate the vital issues of the day. Our ability to fulfill this goal has been enhanced by gifts for some major lecture series that bring distinguished speakers to campus. The [Martin Bucksbaum Distinguished Lectureship Series](#) is made possible by a gift from Melva and the late Martin Bucksbaum,

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former chairman and president of General Growth Corporation and longtime member of the Drake governing board. Among the nationally and internationally known speakers brought to campus are Bill Moyers, Ken Burns, Salman Rushdie, Michael Beschloss and Jane Goodall. (See Criterion 5D for a more extensive discussion of the *Bucksbaum Lectureship*.)

The [\*Dwight D. Opperman Lecture in Constitutional Law\*](#) is one of the most prestigious events in legal education in the United States. Since 1988, eight justices of the U.S. Supreme Court have presented Opperman Lecturers. This impressive series, open to all campus constituents, reflects Drake Law School's strong emphasis on the study of constitutional law. This is augmented by the annual [\*Constitutional Law Lecture\*](#) series, which brings the nation's leading constitutional scholars to Drake Law School to deliver a formal lecture, teach a class, and meet with students informally. The Law School's Constitutional Law Symposium also brings a prominent array of constitutional scholars, civil libertarians, policy analysts, lawyers, and judges who gather annually at the Center for a symposium on timely constitutional issues.

The [\*Writers and Critics Series\*](#), sponsored by the Department of English and the Center for the Humanities, has for many years brought local and national scholars and critics to campus, often in intimate settings that allow personal interaction. During 2007–08, the Center for Global Citizenship launched a public fourteen-lecture series titled “[\*Debating America's Role in the World\*](#).” Participating international experts on foreign affairs discuss a variety of topics including terrorism, the Iraq war and the Middle East, hunger, pandemics, energy and climate change. The [\*Live!@Cowles\*](#) lecture series brings alumni and emeriti faculty to campus to speak about their work.

Other lecture series bring speakers to campus annually. These include the [\*Community in Diversity Lecture Series\*](#), *Harriet Drake Kirkham Hay Memorial Lecture* in Religion, *Executive in Residence* in School of Management and Communication, and *Financial Executives International Lectures* in the Drake School of Accounting. The *Archie Boe Lecture Series*, sponsored by the Drake Kelly Insurance Center, brings to campus experts in areas of interest related to insurance.

In addition, in any one year, lectures that are independent of any series bring unique learning opportunities to the campus. For example, Phi Beta Kappa brought renowned political scientist [\*Morris P. Fiorina\*](#) of Stanford University to Drake in Fall 2007 as a national Visiting Scholar.

#### 4B.3b.2: Fine Arts Opportunities

The Drake Fine Arts provide opportunities for students, faculty, staff and community members to take advantage of concerts, exhibits and plays, and thus to broaden their learning experience and to prepare for lifelong learning. Notices of fine arts events are updated regularly on the [\*Friends of Drake Arts\*](#) Web page. Many other organizations in the greater Des Moines area also bring arts events to the Drake Campus. For instance, Drake provides [\*Civic Music\*](#) use of Sheslow Auditorium for all of their concerts. (See Criterion 5A for further discussion.)



The Fine Arts also offer many opportunities for non-majors to participate actively in the creative experiences. The Department of Music has many ensembles in which all Drake students may participate. The one hundred-member, corps-style Marching Band enjoys campus-wide participation by students from numerous academic majors, as do the other [Drake Bands](#) (Wind Symphony, Concert Band, Jazz Ensembles and Bulldog Brass). [The University/Community Chorus](#), an ensemble of 150 singers from Drake and the Des Moines area community, presents two concerts per year. The [Drake Symphony Orchestra](#) includes qualified Drake students from many majors and presents a regular series of on-campus concerts.

The Department of Art and Design also provides students with many opportunities to engage in art outside the classroom. In addition to enrolling in art and design classes, all Drake students may attend exhibitions of work by students, faculty and invited artists, including the annual juried Student Art Exhibition and biannual Faculty Show. Similarly, the Theatre Arts Department stages several productions each year, directed and produced by faculty and/or students, which provide significant opportunities for students to become involved in the Arts.

#### 4B.4: INTELLECTUAL INQUIRY THROUGH STUDENT RESEARCH

Drake University provides many opportunities for collaborative undergraduate research and scholarly activity that increase both the breadth and depth of the student learning experience. Individual faculty members engage students in collaborative research projects, a one-on-one mentorship that challenges them to develop intellectual inquiry skills and habits that will serve them as lifelong learners. Those students who start as early as their first year can be active in long-term research projects.

Collaborative work occurs in all disciplines and is facilitated by the [Drake University Undergraduate Assistantship](#) and [Drake University Research Grant](#) programs discussed in Criterion 4A. The [Drake Undergraduate Science Collaborative Institute](#) (DUSCI), a platform for interdisciplinary discussions and collaborations among faculty and students in the sciences and mathematics, provides an exceptional example of Drake support for faculty and staff collaboration, promoting and coordinating undergraduate research in math and science. Activities promoted and supported by DUSCI include (1) summer and academic year undergraduate research activities; (2) Drake Science Colloquium Series, which features Drake faculty and invited external speakers; (3) Life After Drake Series, which brings in successful alumni to celebrate their accomplishments, offer the students advice in different fields and a chance to develop relationships with alumni; and (4) Drake University Conference on Undergraduate Research in the Sciences (DUCURS), which provides a forum to showcase scientific results of faculty/student collaborative research in math and science. Each spring DUCURS brings together students and faculty from all science disciplines to present over 40 poster and oral presentations on their research.

Several years ago an Art and Design faculty member developed [Carbon](#) to provide an opportunity for interdisciplinary exchange among students. Participating students in the

visual arts are paired with students from other disciplines. Visual arts students provide original work to which their non-arts partners respond with work from their own perspective. These responses range from essays and poetry through technical reports and science experiments. The non-artists similarly provide a piece of writing or some other representation from their own discipline to which art students respond with new pieces of art. The original and response pieces comprise the annual *Carbon* exhibit.

Collaborative research also is supported by student organizations. For instance, the Society of Physics Students engages students in writing research grant proposals, and Beta Beta provides opportunities for biology students to work on research grants, travel grants, publications in BIOS journal and presentations at BBB conventions.

**CORE COMPONENT 4C:** Drake University assesses the usefulness of our curricula to students who will live and work in a global, diverse, and technological society.

The Drake faculty regularly assesses the curriculum to ensure that students are learning what they need to know to achieve meaningful personal lives, professional accomplishments and responsible global citizenship. Assessment of the curricula occurs at many levels, from individual course evaluations to University curriculum assessment; it involves many stakeholders, including faculty, students, staff, alumni and area professionals.

#### 4C.1: FACULTY ASSESSMENT OF THE DRAKE CURRICULUM

See Criterion 3A for detailed discussion of assessment of Drake Curriculum.

The student-learning goals of the Drake Curriculum, and assessment information about it, are discussed in detail in Criterion 3A. That discussion illustrates clearly the exceptionally focused and careful processes by which Drake faculty and staff have refined the learning outcomes, developed assessment procedures and improved the Drake Curriculum using the assessment data. As a result of membership in the first cohort of the Higher Learning Commission's Academy for Assessment of Student Learning, assessment of several aspects of the Drake Curriculum is being refined.

#### 4C.2: ASSESSMENT OF MAJOR PROGRAMS, STUDENT LEARNING, AND CURRICULAR GOALS

As noted in Criterion 3A, in recent years Drake has deepened the discussion of learning outcomes for major programs at the University. Law, Education, Pharmacy, Journalism, Business, Music, and Art and Education all have successfully been reaccredited. ([Accreditation List](#); Full accreditation materials are in Resource Room). In preparing for reaccreditation, each of these programs expanded and improved their assessment procedures. All Drake's colleges and schools have articulated student-learning outcomes and plans to assess the achievement of those outcomes. In cases where the program grants degrees to both graduate and undergraduate students, outcomes for the different levels are clearly differentiated. In 2004, Drake extended to the rest of the University an Arts and Sciences requirement that every major program undergo external review every seven years, resulting in more systematic evaluation and assessment of major programs not subject to accreditation.

In addition, review of support areas such as the library and instructional technology have resulted in significant change and improvement in teaching and learning programs. This section provides several examples of college and program-level assessment and consequent program change. Additional documentation of assessment can be found in linked documents and in the Resource Room.

#### 4C.2a: COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences uses both external consultants and internal assessment procedures to review its programs.

##### 4C.2a.1: Assessment Procedures

The comparatively decentralized College of Arts and Sciences has multifaceted review and assessment procedures. Programs in music, art and design and chemistry have been successfully reaccredited on a regular review cycle. In addition, for more than a dozen years the College has required external review of each non-accredited major program on a seven-year cycle. The review includes analysis by program faculty followed by review by an external consultant. External consultant reviews have been used extensively as the basis for changes in programs.

External Review reports are available in the Resource Room.

Over the last three years learning outcomes for each major in the College have been reviewed and in many cases revised. The faculty has moved beyond common indirect measures of learning (most often student evaluations, student exit surveys, or surveys of recent alumni) to add direct assessment of their major learning outcomes. Many departments have adopted rubric-based assessment of already required student learning products, e.g. research papers and scientific posters. Others have experimented with the use of portfolios. These measures, added to development of periodic external reviews mandated in the College, have facilitated development of effective review of data on learning, and encouraged revisiting of departmental outcomes and revision of curricula.

##### 4C.2a.2: Closing the Loop

Several programs in the College of Arts and Sciences made significant use of program review, self-study, and other assessment processes that resulted in major changes.

**Drake University Language Acquisition Program (DULAP).** Program Review 2000 revealed that Drake's Modern Language programs were not achieving essential learning goals, and had experienced a dramatic decline in student enrollment at a time when competence in languages other than English was increasingly recognized as vital to the national interest. As a result, the Department of Modern Languages was dissolved and replaced by the [\*Drake University Language Acquisition Program\*](#) (DULAP). DULAP utilizes best practices in language learning to develop competence in speaking, reading, writing, and listening. Second Language Acquisition faculty have designed and maintain a structure in which students develop learning skills and cultural knowledge, then take responsibility for computer-aided self-study and small group language practice with native speakers. External reviews of the program in Spring 2004 and Spring 2007 both provided positive feedback about the development of the

program (See reports in Resource Room). DULAP's success also is evident in the selection of Drake and DULAP in 2007 as the "home campus" for a *Council of Independent Colleges* national collaborative — funded by a \$360,000 Keck grant — to improve language instruction in over 20 colleges and universities.

**Department of Philosophy and Religion.** The Department of Philosophy and Religion carried out a self-study and external review in 2005-06. The review led to a decision to eliminate an Ethics major, one with no history of significant enrollment, and focus on the core Philosophy and Religion majors. The review also identified gaps in its programs of non-Western and social and political philosophy and the department subsequently proposed revised majors and minors to the Arts and Sciences Council.

**Chemistry Department.** The Chemistry Department has created an assessment strategy on the VCEPR model: Visualize, Calculate, Experiment, Present, and Reflect. In Spring 2006 the department assessed student learning of the Visualize component. The results indicated that fewer than 50% of the students could respond correctly to assessment questions embedded in a General Chemistry (Chem 2) test. To respond to this problem, the department submitted a successful capital equipment request for visualization software that allows students to build and manipulate molecules *in silico*, helping them to internalize the critical three-dimensional structure of many chemical compounds and chemical processes. After using the software to teach Chemistry 2 in 2008-09, students will again be tested with the same assessment instrument to see if they have achieved a greater competency.

**Department of Politics and International Relations.** A combination of direct and indirect measures used by the Department of Politics and International Relations revealed that students needed stronger work in methods and political theory. Senior exit surveys and papers written by majors revealed that students had difficulty applying theories beyond the narrow focus of the readings in any particular class. In response, a revision of the major is underway, including development of three sophomore/junior seminars to be introduced in 2008-09: "Concepts of the Political," "Political Concepts in Action," and a third course on research design and methods. During summer 2007 assessment tools were broadened; a basic test of political knowledge was created and procedures for soliciting feedback from alumni refined.

#### 4C.2b: COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

##### 4C.2b.1: Assessment Procedures

In preparation reaccreditation by the *Association to Advance Collegiate Schools of Business* (AACSB), the faculty of the College of Business and Public Administration identified learning outcomes for the undergraduate BSBA degree and the Master's of Business Administration (MBA), Master's of Public Administration (MPA) and Master's of Accounting (MACC) programs and identified courses with content related to each outcome. Existing assignments that facilitate each outcome were identified and new ones created where needed. Rubrics for assessing those assignments in the context of the outcomes have been designed, and faculty members are applying the rubrics and compiling the results. Indirect evidence of achieve-

ment of these learning outcomes is gathered annually via the *Educational Benchmarking Institute* (EBI) assessment administered to senior business and graduating MBA students. Alumni and student focus groups for the MBA program were held during spring 2004.

Based on a timetable that allows the assessment to be executed annually, Business and Public Administration curriculum committees (undergraduate and graduate) coordinate data collection, review assessment data, and, based on the results, recommend revisions for courses and programs.

#### 4C.2b.2: Closing the Loop

Outcomes assessment data first were gathered during the 2005–06 academic year. Data gathered from EBI surveys and the alumni/student focus groups led to significant redesign of the MBA program. These data also led to extensive revisions in actuarial science, finance, accounting and MPA programs. There have also been significant improvements in programming for undergraduate professional and career development. As the College explained in the 2005 AACSB Accreditation Report:

*One of the benefits of performing a rigorous self-examination of our curriculum is that our unmet needs are revealed. In their discussion of the learning outcomes and the development of course-embedded rubrics, both Graduate and Undergraduate committees expressed concerns that our MBA and Undergraduate curriculums did not adequately address diversity, ethics, leadership and communication. Our plan to develop a comprehensive proposal for oral and written communication is discussed in the context of our strategic plan. While [our data] reveal that we are making significant progress in the areas of diversity, ethics and leadership, the committees thought that we needed to do more. Hence, these learning outcomes will play a significant role in the agenda for both Graduate and Undergraduate committees in the future.*

AACSB recognized the commitment to assessment in its May 2006 review:

*Because the faculty of the School of Accounting are committed to ongoing assessment, the School's programs were recently redesigned with assessment in mind. This in turn makes the assessment process more manageable and will enable the faculty to take corrective action readily if assessment identifies areas of concern.*

*Student-centered culture.* The faculty gave strong evidence of their dedication to teaching and learning, citing many teaching cases and innovative exercises they have created. The team had access to student team projects and other primary evidence of student achievement. Accessibility of faculty to students appears to be very high, witness home phones on syllabi, reported high frequency of email contact, office hours, reports of several faculty staying late to meet with students, use of Blackboard and WebCT in many classes.

**THESE DATA ALSO LED TO EXTENSIVE REVISIONS IN ACTUARIAL SCIENCE, FINANCE, ACCOUNTING AND MPA PROGRAMS.**

## ELECTRONIC LEARNING PORTFOLIO ASSESSMENT IS INTEGRATED WITH THE STUDENT CAPSTONE EXPERIENCE.

### 4C.2c: SCHOOL OF EDUCATION

The School of Education has also used internal and external review to assess its many programs and degrees.

#### 4C.2c.1: Assessment Procedures.

Although the Dean ultimately is responsible for guiding program review and acting upon input from various advisory and accreditation groups, assessment responsibilities are shared with Department Chairs and the Associate Dean; the latter oversees administration and analysis of course evaluations and the electronic Learning Portfolio Assessment.

Learning goals and teacher proficiency standards, carefully aligned with state and national standards, have been designed for each degree and certification program and approved by the School of Education Curriculum Committee. The Teaching and Learning Department, for example, has established a multilayered system based on Interstate New Teacher Assessment and Support Consortium (INTASC)<sup>2</sup> standards. It has created beginning, developing, and proficient marks for achievement of competency and each semester gathers information from every course about what percentage of students have met each standard level. These data have led to curriculum mapping to ensure that learning objectives and assessments are aligned to the appropriate standards as well as to the school and university missions.

Electronic Learning Portfolio Assessment is integrated with the student capstone experience. With two external grants, the School of Education has been able to train faculty and students in use of the *LiveText* electronic portfolio system for assessment and in demonstration of competency in the INTASC standards.

School of Education assessment also uses external program reviews, graduation rates and placement rates for those earning the initial teaching license at the graduate level and for those earning the school administration degree. Input comes from advisory councils and focus groups for the Effective Teaching and Learning, Educational Leadership, Counseling and Adult Learning & Organizational Performance degree programs. Graduate follow up studies are done for continued employment of those in the Vocational Rehabilitation concentration within the Counseling Degree Program.

#### 4C.2c.2: Closing the Loop

Changes to courses in the School of Education have resulted from course evaluations, focus groups, market studies and external reviews.

**Course Evaluations.** Course evaluations, collected each semester from all instructors, full- and part-time, encourage students to comment on course content, classroom environment, teaching strategies, integration of technology and instructor performance. Item analyses are provided to the instructor, Department Chair and Dean. In addition, an aggregated instructor profile is generated and reviewed by the Dean. Department Chairs use available class and program evaluations for course and program revision. Chairs and the Dean review assessment data when reviewing faculty for promotion and tenure and for yearly merit evaluations.

*Effective Teaching and Learning* program course evaluations revealed that students were unable to make data-driven decisions and were not given a chance to practice analyzing their student and school assessment materials. These results from course evaluations led to inclusion of more research and statistical concepts and more use of PK-12 student assessment data in Drake courses. Graduate students now enroll in a school-wide research course with opportunities to engage in program-specific statistical analysis.

**Focus Groups.** Feedback from focus groups of current and former students as well as employers resulted in stressing more leadership theory and practice in the *Adult Learning and Performance Development* curriculum. In addition, the program name has been changed to *Adult Learning and Organizational Performance* to emphasize the role of leadership in private and non-profit businesses.

**Market Study.** In 2005 outside consultants conducted a feasibility study on expanding online courses in Education. The consultant's report (see Resource Room) revealed the need for additional technology support and a course designer. Based on data collected in this study, the School of Education submitted and the University funded a Strategic Improvement Plan for design and implementation of online versions of the endorsements in Gifted and Talented Education and Middle School programs.

**External Reviews.** To date, external program reviews have been completed for Counseling, Adult Learning and Performance Development and the Effective Teaching degree. In the most recent review, the consultant contacted current and former graduates and current employers for on- and off-campus cohort groups. As a result of input received and comparison of our program to others in similar universities, the faculty now requires an action research course. The review of the Counseling program resulted in developing an integrated curriculum that unified the school, agency and community counseling core courses into one articulated set. The program is now easier to staff, and students have the opportunity to explore a wider range of career options.

#### **4C.2d: SCHOOL OF JOURNALISM AND MASS COMMUNICATION**

The School of Journalism and Mass Communication gathers data from an array of sources, both internal and external. Because SJMC students produce newspapers, magazines, electronic and other products made available to a wide public, the School also benefits from external critiques.

##### **4C.2d.1: Assessment Procedures**

Program assessment in Journalism and Mass Communications relies on data from a number of sources, using course evaluations and exit interviews with graduating seniors to gather information. In addition, professionals are invited to critique student publications and to

provide post-internship assessments. Community clients provide feedback on senior capstone projects in advertising. Members of the National Advisory Council also provide feedback. Based on data gathered in recent years:

- The JMC 59 Introduction to Visual Communication class was revised from a large lecture class to an interactive lab experience in fall 2006. The curriculum expanded to include digital photography, electronic page design, video, and Web.
- The radio-TV sequence was retooled to focus on sports production in fall 2006.
- The school restarted its master's program in fall 2006, revisioning it as an innovative Master's in Communication Leadership program in collaboration with the College of Business and Public Administration.

#### **4C.2d.2: Task Force on the Future of Journalism and Mass Communication**

In 2006–2007, a *Task Force on the Future of Journalism and Mass Communication* comprised of alumni, faculty and professionals examined the structure and curriculum of the School. Using environmental scanning, they explored the probable characteristics and needs of the industry in the next ten to twenty years.

The 2006–07 [\*Task Force Report\*](#) proposed changes to the SJMC curriculum to prepare students better for the changing media environment. Those proposals focused extensively on the importance of teaching multimedia communication, cross-disciplinary education, and professional ethics. As a result of that task force, the School ([\*see linked fuller discussion of changes\*](#)):

- Began an “ethics across the curriculum” initiative.
- Created a “multimedia study group” of faculty charged with recommending how best to use the school’s new interactive media lab and to incorporate multimedia education throughout the curriculum.
- Created a task force of faculty, alumni and area professionals to examine the electronic media sequence to ensure that it is current and fulfills the needs of the students and the school.
- Conducted an assessment of the advertising major, the school’s largest sequence, using industry professionals and alumni.
- Crafted a joint, cross-sequence capstone experience in which news-Internet and magazine majors created a news magazine in print and online versions.

#### **4C.2e: LAW SCHOOL**

The Law School uses course evaluations, student surveys and other tools such as professional exams for assessment.

##### **4C.2e.1: Assessment Procedures**

With input from the faculty, the Associate Dean leads Law School assessment. Among sources of Law School assessment data are course evaluations, the Law School Survey of Student Engagement (LSSSE), and the Drake Student Survey. In addition, the School tracks and analyzes Bar Examination pass rates, the number from each graduating class who serve as judicial law clerks, the number of student notes published in law journals and placement statistics.



**4C.2e.2: Closing the Loop**

The Law School has made several changes in response to LSSSE data. The data provided feedback about problems with its admission and financial aid procedures. After further investigation, the School made major changes in those areas.

The Law School *Strategic Plan* calls for an emphasis on ethics and professionalism. After LSSSE results suggested that law students did not perceive a strong emphasis on this area, *Legal Writing: Ethical and Professional Considerations*, a book by faculty member Melissa Weresh, was incorporated into the two-semester Legal Writing course. In addition, the School has integrated the elements of character articulated by the Josephson Institute of Ethics into its Extended Orientation for new students, further emphasizing ethics and professionalism. In the LSSSE 2007 a much higher percentage of students agreed that ethics is a priority for the Law School.

**4C.2f: COLLEGE OF PHARMACY AND HEALTH SCIENCE****4C.2f.1: Assessment Procedures**

The *College of Pharmacy and Health Sciences* developed a detailed assessment plan that includes educational goals and objectives (adopted in 1994 and revised in 1997 and 2005), as well as procedures for implementation. The Assistant Dean for Assessment, supported by an Assessment Task Force, is responsible for ensuring that the assessment plan is carried out. Separate assessment procedures have been defined for the Bachelor of Science in Pharmaceutical Sciences and the Pharmacy Doctorate. The College has created flowcharts that guide the assessment process and focus on applying the assessment to program change.

**4C.2f.2: Closing the Loop**

The Pharmacy Doctorate assessment several times has provided information about needed change. In the following examples, assessment data were gathered, then forwarded to the Academic Affairs Committee for review. Committee recommendations for curricular change were discussed at a faculty retreat, after which the College established task forces to develop specific strategies for change and implementation. Faculty voted on recommendations prior to implementation.

- **Therapeutics Course.** Several types of assessment raised questions about the 12-hour, two course Therapeutics sequence.
  1. Graduate survey data over several years raised concerns about the difficulty of the sequence.
  2. In focus groups students commented on the impact of the two-course sequence on their time (which left less energy devoted to other courses), difficulty of the course and retention, and
  3. Alumni survey data substantiated concerns about the sequence

**Action:** Based on analysis of the data and the course content, the faculty determined changing the Therapeutics course to a sequence of three 4-credit courses would address concerns without negatively affecting achievement of learning outcomes.

- **Pharmacy Management Requirement.** Several competency areas in the Pharmacy Doctorate emphasize knowledge about and compliance with state and federal laws and policies. In addition, the PharmD *Management* Competency states that “the effective and efficient delivery of pharmaceutical care requires the effective and efficient management of a pharmacy practice.”

1. Both graduate survey data and alumni survey data indicated relatively low preparedness in the areas of management and law.

2. Curricular mapping of educational objectives to courses indicated limited exposure in classes to the objectives related to management and law.

**Action:** All students are now required to take the *Pharmacy Management* course; the Pharmacy Law and Ethics course was changed from two to three credits with enhanced content.

#### 4C.3: EXPERIENTIAL AND SERVICE LEARNING

One component of the Drake University mission is to *prepare students for professional accomplishments*. In support of this mission goal, the University and its colleges and schools have developed learning goals related to professional competence, with many opportunities for students to apply those skills. [National Survey of Student Engagement](#) results testify to Drake’s success in achieving those learning goals: Drake students report higher-than-average rates of practicum and internship experiences, community service and research work with faculty.

The School of Education and College of Pharmacy both require extensive experiential learning. Undergraduate students in Education [are required to complete](#) a student teaching semester during the senior year. The [Office of Experiential Education](#) creates and coordinates clinical experiences for PharmD students, who are required to complete 40 weeks (40 credits) of experiential education; this involves a full year of rotations in which they receive practical experience in different areas of pharmacy practice (Community Practice, Hospital Practice, Associations, Pharmaceutical Industry, Academia, Consulting and Regulatory Agencies). There are six major types of advanced practice experiences; Community Practice, Hospital Practice, Acute Care, Ambulatory Care, Specialty Care and Non-Patient Care Elective. The goal of the experiential program is to ensure that students receive the instruction and experience necessary to demonstrate competence in providing pharmaceutical care.

At the [Neal and Bea Smith Legal Clinic](#) Drake law students provide free legal services and advice to low income and elderly clients. Under the supervision of faculty members who have practiced law, students handle all types of challenging cases. Student lawyers conduct fact investigations, draft documents, handle negotiations, take depositions, and represent clients in administrative and court proceedings, including jury trials. *U.S. News & World Report* rates the Drake clinical program among the top 20 nationally.

**DRAKE STUDENTS REPORT  
HIGHER-THAN-AVERAGE  
RATES OF PRACTICUM AND  
INTERNSHIP EXPERIENCES,  
COMMUNITY SERVICE  
AND RESEARCH WORK  
WITH FACULTY.**

The Drake Law School [\*Career Development Office\*](#) provides support for students seeking professional experience and support. [\*Career development managers\*](#) assigned to each of the colleges and schools organize professional development experiences for students (job shadows, careers days, professionals in residence) and develop relationships with employers. The School of Journalism and Mass Communication augments this with support of an [\*internship coordinator\*](#) who provides support for internship opportunities and teaches a required one-hour Pre-professional Workshop. This workshop helps students with their resumes and interviewing skills, preparing them for extensive internship experiences in Des Moines and around the world. Students in senior capstone classes gain professional experience by producing advertising and public relations campaigns for off-campus non-profit and business clients. Students also have opportunities to work all four years on student publications, including [\*The Times-Delphic\*](#) student newspaper and several magazines and in electronic media, including an on-campus cable television station and a new FM radio station.

In the College of Arts and Sciences, program faculty coordinate internships that give students experiences to complement their respective areas of study. The Des Moines community offers extensive opportunities in social services and politics, with scientific divisions of manufacturing firms and research organizations.

Drake University for many years has been a member of [\*Campus Compact\*](#). That organization, dedicated to promoting community service, civic engagement, and service learning in higher education, provides significant resources and support for involving students civically.

#### 4C.4: DRAKE PROGRAMMING FOR LIFE IN A GLOBAL AND DIVERSE SOCIETY

Drake's Mission statement commits the University to preparing its students for *Responsible Global Citizenship*. Programming that supports this commitment was discussed in Criterion 1B, Criterion 3B and in other parts of this document. These programs are designed to prepare students to work in a global and diverse society. The Drake Curriculum International and Multicultural Area of Inquiry, the Center for Global Citizenship, the Chinese Cultural Exchange and other international exchange agreements, the Drake University Language Acquisition Program (DULAP), as well as several majors such as International Business and International Relations all contribute to the internationalization of the Drake learning experience.

#### 4C.5: SUCCESSFUL TRANSITIONS TO EMPLOYMENT AND GRADUATE STUDY

An important measure of Drake University's success in preparing students for professional accomplishments is the success in job placement. *Professional and Career Development Services* reports the success of Drake graduates in securing employment or entrance into graduate or professional schools. The University *Graduate Report* (available in Resource Room) reflects the status of graduates approximately six months after the May graduation date. Other university professional programs report exam and licensing success rates for their graduates.

The Drake Law School rates for students passing the Iowa Bar Exam offer evidence of accomplishment. Pass rates since July of 2006 have averaged 91%. The [Law School Web site](#) provides evidence of success of graduates in gaining employment.

The College of Pharmacy and Health Sciences also reports success in pass rates for the North American Pharmacist Licensure Examination (NAPLEX). Over the past five years the pass rate has ranged from 94% to 98% with an average of 96.9%. Since 1984 the College has placed 100% of their graduates in professional positions.

**CORE COMPONENT 4D:** Drake University provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

## THE DRAKE UNIVERSITY STATEMENT OF PRINCIPLES GUIDES THE UNIVERSITY AND CLEARLY ESTABLISHES EXPECTATIONS FOR ETHICAL BEHAVIOR IN ALL ACTIVITIES RELATED TO THE UNIVERSITY.

### 4D.1: SUPPORT AND ENFORCEMENT OF ETHICAL CONDUCT

#### 4D.1a: DRAKE UNIVERSITY STATEMENT OF PRINCIPLES

The Drake University [Statement of Principles](#) guides the University and clearly establishes expectations for ethical behavior in all activities related to the University. These expectations are made clear in the opening paragraphs of the *Statement*:

*Drake University's purpose is to transmit knowledge, pursue truth, and encourage the intellectual and moral development of its students through the activities central to academic life: teaching, research, rigorous analysis, debate, study, and service. In the pursuit of these goals, Drake encourages and protects diverse perspectives and the free flow of ideas and discussion among its members. Such diversity and differences of opinion generate debate that produces knowledge and a greater understanding of what it means to be fully human.*

*Drake values the fact that it is a community consisting of men and women of different races, nationalities, religions, physical abilities, sexual orientation, ages, political perspectives, and other diverse characteristics. While acknowledging our differences we affirm the dignity and freedom of every individual. We abhor acts of oppression, be they denial of freedom of expression, discrimination in its various forms of sexism or racism, or intolerance of religion, age, sexual orientation, or political beliefs; or harassment of any member of the university community.*

The statement continues to address the importance of freedom of thought and speech, encouragement of civility, support of debate and rejection of bigoted language.

#### 4D.1b: CODE OF STUDENT CONDUCT

The Drake University [Student Handbook](#) includes the [Code of Student Conduct](#). The introduction to the *Code* makes clear the importance of responsible use of knowledge:

*The Code of Student Conduct is intended to assist Drake University in fulfilling its purpose as an academic institution dedicated to the transmission of knowledge, the pursuit of truth, the intellectual and moral development of students and the well-being of society. All members of the academic community share in the responsibility to establish and maintain the general conditions conducive to the fundamental academic freedoms to teach and to learn and the correlative freedoms of inquiry and expression. These conditions include civility in all conduct, respect for all persons and integrity in every endeavor.*

This *Code* provides clear expectations concerning rights and responsibilities related to conduct as Drake University students. The expectation that they will abide by local, state, and federal laws as well as Drake University regulations is articulated. Procedures for notifications, hearings, appeals and punishment of academic and non-academic misconduct are provided.

Instances of non-academic misconduct are investigated and enforced by the Dean of Students in accordance with provisions described in the *Code of Student Conduct* section of the *Student Handbook*. The Dean of Students' Office enforces policies and serves as a resource for questions regarding student policies. The University Hearing Panel, with eleven faculty members and 10 student representatives, hears cases involving violations of the Drake University Code of Student Conduct.

#### **4D.1c: COMMUNITY BEHAVIOR, GENERAL ACADEMIC, AND TECHNOLOGY POLICIES**

##### **4D.1c.1: Community Behavior Policies**

The *Statement of Principles* is reinforced by a large number of policies that address both general ethical behavior and expectations in specific areas. These all are available on the Drake University [Human Resources](#), [Academics](#), and [general University](#) policies Web pages. Policies related to behavior as a community include *Sexual and Other Discriminatory Harassment Policy*, and *Notice of Nondiscrimination*, and *Policy on Sexual Abuse*, as well as policies related to alcohol, accommodation for students with disability, and Drake's enforcement of the *Family Educational Rights and Privacy Act (FERPA)*. Drake University also adopted a modified Sarbanes Oxley policy in 2004 which is available on the [Business and Finance](#) site.

##### **4D.1c.2: Academic Policies**

Policies primarily related to faculty and staff activities address responsible use and application of knowledge, referenced and reinforced in the [Faculty Manual](#) (Section V) and available on the Academics [policies Web page](#). These include *Conflict of Interest Policy*, *Copyright Policy and Rules*, *Statement of Policy and Rules Relating to Patents*, *Statement on Plagiarism*, *Policy and Procedures for Dealing With and Reporting Possible Misconduct in Science*, and a statement on Other Professional and Scholarly Activities (General Policy, Disclosure, Consulting Activities).

**DRAKE UNIVERSITY  
HAS LONG BEEN  
COMMITTED TO CLEARLY  
ARTICULATING THE  
PRINCIPLES AND  
IMPORTANCE OF  
ACADEMIC INTEGRITY  
AND TO SUPPORTING  
AND ENFORCING  
THESE POLICIES.**

#### 4D.1c.3: Technology Policies

Policies related to acceptable and appropriate use of technology appear on the general [policies pages](#) as well as on the site of the Office of Information Technology. They deal with [Web Policy](#), [acceptable computer use policies for students](#), and [student email policies](#). Instructional Technology Policies are established and monitored by the Instructional Technology and Policy Committee (ITCP), consisting of at least four-faculty members with two-year terms, the Dean of Cowles Library, the CIO and the Director of Drake Telemedia Center.

#### 4D.2: ACADEMIC INTEGRITY POLICIES

Drake University has long been committed to clearly articulating the principles and importance of academic integrity and to supporting and enforcing these policies. The Office of the Provost supports and guides their administration and enforcement, with the Associate Provost serving as a resource for questions regarding policies and procedures.

##### 4D.2a: STUDENT HANDBOOK

The *Drake University Student Handbook* section on [Academic Life](#) provides clear guidance to all students concerning expectations for academic integrity at Drake University.

*A student who cheats or plagiarizes commits an offense against the entire University community. Cheating, plagiarism, or dishonesty in academic work is cause for dismissal from the University. Cheating is defined as an act or attempted act of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is defined as misrepresenting other's ideas, phrases, or discourse as one's own.*

The *Handbook* provides detailed information and links to the Academic Integrity policies and procedures of each of the Colleges and Schools.

##### 4D.2b: COLLEGE AND SCHOOL POLICIES AND PROCEDURES

In addition to the general university statements on academic integrity, each College and School has an academic integrity policy and procedures for handling allegations of their violation. This ensures that the professional schools can conform to standards of their professions. College and School policies and procedures are referenced briefly below, with links to the full statements. Student violations are dealt with according to the policies in the school or college of the faculty member in whose course the violation occurs. In every unit the faculty member's Dean's Office is responsible for notifying the student's Dean's office and the Provost's Office of any academic integrity violations.

##### 4D.2b.1: College of Arts and Sciences

The College adopted in 1991–92, and significantly revised in 2005, a comprehensive policy and accompanying procedures on academic integrity. [Sections 2.2](#) and [4.6](#) in the *Faculty Policies Handbook* provide definitions of academic honesty and procedures for dealing with dishonesty. The policies/procedures are also available through a link on the College's "current

student” page. College procedures encourage informal resolution of all academic integrity violation concerns, but provide for student appeal of any penalty. The student or the instructor may appeal the decision(s) of the Academic Integrity and Appeals Committee to the Dean.

#### 4D.2b.2: College of Business and Public Administration

In the College of Business and Public Administration, the instructor may assign a penalty in line with established guidelines. The [College Academic Integrity Policy](#) specifies that penalties for academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the prior record of the person being penalized. The student has the right to appeal the instructor's determination of academic dishonesty to a Hearing Panel consisting of two faculty and one student. [Explicit guidelines](#) are provided for such hearings. Academic integrity policies and procedures are also provided in the CBPA [Faculty Handbook](#).

#### 4D.2b.3: School of Education

Policies pertaining to academic integrity are contained in Appendix IV of the Drake University [School of Education Governance Statement](#). As future practitioners, students of the Drake University School of Education are expected to maintain high ethical standards and academic honesty. Penalties for academic dishonesty vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Procedures by which a student may appeal any penalty are spelled out in the School procedures. Student complaints and concerns about penalties for alleged academic dishonesty that are not resolved by the School of Education Grievance Committee may be appealed to the Dean of the School of Education.

#### 4D.2b.4: School of Journalism and Mass Communication

[The School's policy](#) on plagiarism is succinct: A grade of 'F' shall be given in a course to any student who has been found guilty of plagiarism. The policy is direct for two reasons: (1) Plagiarism should not be tolerated in an academic or journalistic community; (2) The School's response to plagiarism should be uniform, not one that varies from class to class or student to student. The faculty member must report all incidents of academic dishonesty and the attendant penalties to the dean. The dean then determines whether additional disciplinary action is appropriate. The SJMC academic integrity policy is provided in the [College Faculty Handbook](#).

#### 4D.2b.5: School of Law

Law students adhere to the [Law School Code of Student Conduct](#) as well as provisions described in the *Honor Code*. Descriptions of these are in the student handbook. If the conduct at issue is governed both by the *Code of Student Conduct* and the *Law School Honor Code*, then the *Law School Honor Code* shall govern the law student or law student organization exclusively. Conduct that does not fall within the *Law School's Code* is governed by the University's Code of Student Conduct.



**DRAKE'S COMMITMENT  
TO OVERSEE THE  
ETHICAL GATHERING  
AND APPLICATION OF  
KNOWLEDGE IN RESEARCH  
HAS RESULTED IN  
DEVELOPMENT OF A  
NUMBER OF POLICIES, ALL  
OF WHICH ARE AVAILABLE  
ON THE DRAKE  
UNIVERSITY ACADEMIC  
POLICIES PAGE.**

#### **4D.2b.6: College of Pharmacy and Health Sciences**

Students in the College of Pharmacy and Health Sciences sign an [Academic Honesty Code](#), pledging to adhere to Academic Integrity and professional behavior policies. The College requires that all syllabi include a statement concerning adherence to the University and College Honor Codes. If a student chooses to appeal a finding of misconduct, he/she has the right to a hearing in front of peers and faculty. The Honor Code Committee within the College consists of five students, two of whom will be in the last two years of their enrolled pharmacy program and two faculty members who will hear the case and make a decision as to its validity.

#### **4D.3: OVERSIGHT AND SUPPORT FOR ETHICAL RESEARCH**

Drake University takes responsibility for ensuring that faculty, staff and students are provided with policies and guidelines for ethical conduct of research. The University further provides resources for training and oversight of research projects and endeavors.

##### **4D.3a: UNIVERSITY POLICIES AND PROCEDURES**

Drake's commitment to oversee the ethical gathering and application of knowledge in research has resulted in development of a number of policies, all of which are available on the [Drake University Academic Policies page](#). These policies include policies and practices protecting intellectual property rights.

The Drake University policy on [Copyright Policy and Rules](#) is guided by government regulations. These guidelines provide that a faculty member is the primary copyright owner of works "created independently and at the faculty member's own initiative for traditional academic purposes."

Drake University also seeks to ensure that faculty, staff and students are aware of copyright laws. A Cowles librarian serves as Coordinator of Copyright Services and as a resource to faculty and staff for questions regarding copyright laws and rules. The Coordinator hosts periodic copyright chats and makes presentations to classes. Cowles Library provides a link to [copyright guidelines](#) and to guidelines for reproducing copyrighted materials in the Drake University Multimedia Development Center. These guidelines, including those specific to online copyright issues, are presented at the Faculty Technology series each year. Individual faculty and staff share a responsibility for enforcing and adhering to copyright policies.

The Drake Statement of [Policy and Rules Relating to Patents](#) provides clear guidance for the ownership and use of patents and trademarks. As with copyrights, Drake community members, with some defined exceptions, own patents and any rights to royalty income. The University also takes responsibility for educating Drake constituents about patent and trademark regulations. The Cowles Library Coordinator of Copyright Services Librarian serves as a resource for questions regarding patents and trademarks. The Associate Provost and University Counsel enforce policies and serve as a resource for questions regarding intellectual property rights. Intellectual Property rights are guided by state and federal regulations.

The policy and procedures set forth in [Policy for Dealing with and Reporting Possible](#)



[\*Misconduct in Science\*](#) apply to all instances of alleged or apparent misconduct involving research, research training and related activities conducted, funded or regulated by Drake University. Drake University has a clearly stated [\*Conflict of Interest Policy\*](#). This policy sets forth procedures and guidelines to be followed in resolving actual and potential faculty conflicts of interest pertaining to sponsored projects. This policy applies to all sponsored projects funded by (1) commercial and private sponsors, (2) those federal, state and local agencies having specific conflict of interest requirements, and (3) Drake University irrespective of the source of funds.

#### **4D.3b: RESOURCES AND SUPPORT FOR ETHICAL RESEARCH**

Drake University provides significant support resources as well as oversight to ensure that Drake faculty and staff members are aware of and adhere to federal and state guidelines as well as to general ethical principles in their research.

##### **4D.3b.1: Human Subjects Research Policies and Procedures**

The Drake University [\*Institutional Review Board\*](#) (IRB) deals with issues related to integrity in human subjects research. Policies regarding the use of human subjects in research are guided by government regulations, and Drake University is in compliance with the policies. The [\*Drake IRB members\*](#) review all research proposals involving human subjects to protect and assure the rights of research subjects as defined by ethical considerations and government guidelines. The IRB must at least one individual with expertise in sciences, one whose primary concerns are nonscientific, and one person not affiliated with the University. The IRB Committee enforces policies and serves as a resource for questions regarding human subjects and human subjects research.

##### **4D.3b.2: Institutional Animal Care and Use Committee (IACUC)**

Animal Care and Use policies are guided by government regulations, and Drake University is in compliance with these regulations. The [\*IACUC\*](#) is responsible for overseeing the institution's animal program, facilities, and procedures. The Committee issues [\*assurance\*](#) of Drake's compliance with "all applicable provisions of the Animal Welfare Act and other regulations relating to Animals." Membership of IACUC includes at least three Drake faculty members actively involved in animal use for research or teaching, one faculty or staff member from a non-science area, at least one member not affiliated with the institution, one Doctor of Veterinary Medicine and the Drake University Animal Vivarian (caretaker). The Veterinarian and Vivarian are permanent members of the Committee. The IACUC Committee enforces policies and serves as a resource for questions regarding animal research.

##### **4D.3b.3: Oversight of Health and Safety Issues during the Conduct of Research**

In 2005, Drake University established a full-time position entitled Environmental Health & Safety Specialist.<sup>3</sup> The [\*Environmental Health and Safety Department\*](#) provides oversight and technical assistance to University colleges and departments on all environmental and safety issues with the goal of providing and ensuring a safe and healthful environment for faculty, staff, students, and visitors. [\*Environmental health\*](#) and [\*safety\*](#) policies are guided by state

and federal regulations. The *Drake University Environmental Committee* reviews policies and serves as a resource for questions regarding environmental health and safety issues. The Health and Safety Specialist designs and implements Drake policies and procedures, ensures that Drake is in compliance with State and Federal regulations, and serves as a resource for questions regarding safety policies.

#### 4D.4: RESPONSIBLE STUDENT USE OF KNOWLEDGE AND SKILLS

Responsible use of knowledge is a focus of university-wide programs, college and school programs and cocurricular activities.

##### 4D.4a: DRAKE CURRICULUM

The *Drake Curriculum*, required of all undergraduate and Pharmacy Doctorate students, is designed to help students meet personal and professional goals as they acquire fundamental knowledge and abilities in ten [Areas of Inquiry](#) (AOI). Several of the AOIs are designed to assist students in assessing issues associated with responsible use of knowledge in their professions and in their personal lives.

The [Values and Ethics AOI](#) calls on student to “learn to recognize ethical issues and to reflect critically upon the demands of conscience” as well as to be able to “identify the values, such as honesty, fairness or justice, which underlie many human activities.” Courses included in this AOI help students develop tools to question their own and others’ values in a responsible manner and to “evaluate the ethical implications of both collective and personal choices.”

The [Engaged Citizen AOI](#), discussed extensively elsewhere in this report, commits to helping Drake students learn to participate effectively in democratic processes. It rests on the premise that democracy requires engaged, knowledgeable and responsible citizens. Courses that qualify for, and cocurricular activities that support, the AOI help Drake students learn to evaluate the mix of diverse values and interests that influence democratic decision-making.

Other AOIs also address responsible application of knowledge through their emphasis on research. The [Information Literacy AOI](#) recognizes the necessity that citizens be able to “analyze, interpret, and integrate information, employing appropriate technology to assist with these processes, and to understand the social and ethical implications of information use and misuse.” The [International and Multicultural AOI](#) asserts that Drake students must learn to understand the perspectives and experiences of others. In [Senior Capstones](#) students are to demonstrate the capacity to bring previously acquired information, skills, and ideas to bear on one project.

##### 4D.4b: CENTER FOR GLOBAL CITIZENSHIP

The [Center for Global Citizenship](#), founded in 2002, educates students to function effectively and ethically in different cultural contexts and to see their own culture from the perspective of others. The Center also seeks to ensure that global perspectives and issues are an integral part of the intellectual and cultural experience of all members of the Drake community. The

Center brings international and ethical perspectives into courses throughout the curriculum: it injects international perspectives into ethics courses, brings ethical perspectives into international courses and increases the number of courses that examine both international and ethical perspectives.

As noted in Criterion 3, with a major grant received in 2006, the Center has created nine new, and revised sixteen, upper-level courses that explore *Ethics in a Globalizing World*. The Center trains students to deal with the ethical challenges and opportunities presented by globalization in contemporary international affairs; it also raises awareness among faculty, students and community members both across and beyond Drake University's campus about these issues.

#### 4D.4c: COLLEGE AND SCHOOL PROGRAMS

##### 4D.4c.1: College of Pharmacy and Health Sciences

The College of Pharmacy and Health Sciences provides formal and informal training on professionalism and the responsible use of knowledge. Upon entry into the professional program, students participate in a two-hour Honor Code training session in which they discuss potential violation scenarios with their advisors. Formal activities include required coursework covering law and ethics of the profession. In addition, the experiential education component of the curriculum requires preceptors to rate students on 54 different competencies, several of which deal with value and ethics. Drake pharmacy students receive additional professionalism training in summer internships.

The College has launched several outreach initiatives with which Drake Pharmacy faculty and students work. All provide opportunities for practicing ethical application of professional skills. These include:

- *Bone Health Education and Referral Project* in Rural Iowa to increase the identification and treatment of older adults with undiagnosed osteopenia or osteoporosis
- *La Clinica de la Esperanza*, a primary clinic site that serves a predominantly Hispanic population on the southeast side of Des Moines, Iowa.
- The *Community Access Pharmacy*, dedicated to caring for the underserved patients.

These clinics specifically serve the uninsured and under-insured in Polk County.

Starting next year, PharmD students in their second professional year will work 40-50 hours within Primary Health Care and other clinics providing services to underserved populations. (These programs are discussed more fully in Criterion 5.)

##### 4D.4c.2: Law School

Among the learning goals of the Drake Law School is to *instill the ideals of ethics and professionalism*. Programs that reinforce this goal are discussed in section 4C.2e.2. In addition, each of the [Law School Centers](#) sponsors programs oriented to ethical application of legal policy. For example, the *Agricultural Law Center* hosted a Farmers' Market Policy conference to begin a network of farmers market managers, farmers and consumers interested in working

**THE COLLEGE OF PHARMACY AND HEALTH SCIENCES PROVIDES FORMAL AND INFORMAL TRAINING ON PROFESSIONALISM AND THE RESPONSIBLE USE OF KNOWLEDGE.**

on national policy issues of interest to farmers, including all conservation issues. The Drake University *Law School Legal Clinic* provides students the chance to represent juveniles involved in various legal issues: children in need of assistance, termination of parental rights, delinquency, juvenile mental health/substance abuse commitment, and judicial by-pass proceedings. This representation includes necessary post-disposition court proceedings, out-of-court follow-up and review hearings, and appeals. Through its *Fostering Results* program, the Legal Clinic educates and engages child welfare policy makers, juvenile court judges, Iowa Supreme Court leadership, the media and other key stakeholders about the need to address and improve the performance of Iowa's child welfare system.

#### 4D.4c.3: School of Journalism and Mass Communication

Drake magazine majors create a magazine each year for the [\*Annie E. Casey Foundation\*](#). This year's publication focused on school readiness in Des Moines, including preschool and childcare programs, an analysis of problems and solutions, and profiles of parents, families, teachers and others involved with preparing children in at-risk neighborhoods for school.

#### 4D.4c.4: School of Education

The recently revised School of Education Strategic Plan includes an emphasis on social justice:

*A belief in social justice assumes the importance of education as a major pathway toward the values of democracy and equity. The School of Education promotes life-long learning as a purposeful activity that advances global citizenship and a just society.*

This guiding principle has been integrated into research practices, courses, and practice-centered seminars. Within research courses and practice, the university *Institutional Review Board* (IRB) standards are strictly upheld and supported. Graduate students and faculty complete the required online training to ensure their understanding of ethical and legal research practices.

With two exceptions, degree and endorsement programs in the School of Education (SOE) are governed by external licensure and certification requirements. Teachers, counselors and school administrators must demonstrate their understanding and application of ethical practices within and outside of educational institutions. Students comply with guidelines for mandatory reporting, local school district policies for upholding confidentiality, and FERPA legislation. The Counseling curriculum uses practical classes to demonstrate skills at key points in the curriculum: methods, practicum, and internship. As part of those classes, professors and supervisors look for ethical and professional behavior.

The Teaching and Learning Department has participated in a diversity audit and subsequent curriculum mapping sessions where they intentionally assigned all course responsibility for addressing characteristics of difference, preparing teachers to use this knowledge to teach in a culturally responsive manner. Seminars and workshops throughout the School also support the responsible use of student knowledge. The School of Education also offers a long-term training program in rehabilitation counseling, designed to improve the transition of students with disabilities from school to work.

**4D.4c.5: College of Business and Public Administration**

Learning outcomes in undergraduate and graduate programs in Business and Public Administration focus on ethics. For example, accounting students must “demonstrate an understanding of the ethical and regulatory environments of accountants,” and MBA students must “recognize ethical issues in organizations and apply a framework for addressing them.” A high percentage of business students have the opportunity to engage in internships. These opportunities allow students to gain valuable on-the-job experiences and to learn to apply knowledge responsibly. The Drake Management program exposes students to leadership, operations of businesses, work culture, and functions of small, midsize and multi-national corporations. Graduates are in management positions of leading companies throughout the world, including Procter & Gamble, Hallmark, Ralston Purina, Dun & Bradstreet and The Principal Financial Group. The Human Resources concentration is designed to provide a current and comprehensive curriculum that prepares students for Professional Human Resources certification by the Human Resource Certification Institute.

**4D.4c.6: College of Arts and Sciences**

Outcomes for many programs and in a variety of courses in the College of Arts and Sciences address responsible use of knowledge, from substantive examination of social issues, through research methods and senior capstone courses. A very few examples from the dozens of course requirements and assignments are summarized below.

- Students in Conservation Biology are asked to prepare an original conservation blueprint for an ecoregion within North America. This assignment asks students to synthesize what they have learned about science, and use that to inform policy in a way that considers social and ethical ramifications of landscape preservation
- Courses in social and natural sciences examine many issues and promote ethical use of knowledge in social policy and in research. *Drugs and Behavior* in Psychology examines issues of social and public policy that arise from the wide availability of psychoactive drugs. Assignments in sociology courses require students to apply knowledge in many simulated and real social policy issues, such as analyzing an issue and developing a policy position. A recent project had students look at how citizens respond to cultural, economic, and social changes in their daily lives as well as how they can work collaboratively to address the difficulties that social change poses. Courses in research methods emphasize responsible and ethical issues in gathering and disseminating research findings and require students to demonstrate understanding of ethical guidelines for social research. Courses in history and politics, as well as other areas, help students develop better knowledge of how societies around the world have worked historically and how such history impinges on life there today.
- Arts and Sciences students who choose to do internships have a wide array of opportunities to practice ethical application of knowledge. Among recent internship locations have been crisis shelters, the Iowa Great Ape Trust, political campaigns, the Iowa Corrections system, and the White House in Washington, D.C.

## LEARNING OUTCOMES IN UNDERGRADUATE AND GRADUATE PROGRAMS IN BUSINESS AND PUBLIC ADMINISTRATION FOCUS ON ETHICS.

**4D.4D: SOCIAL RESPONSIBILITY THROUGH CO-CURRICULAR ACTIVITIES**

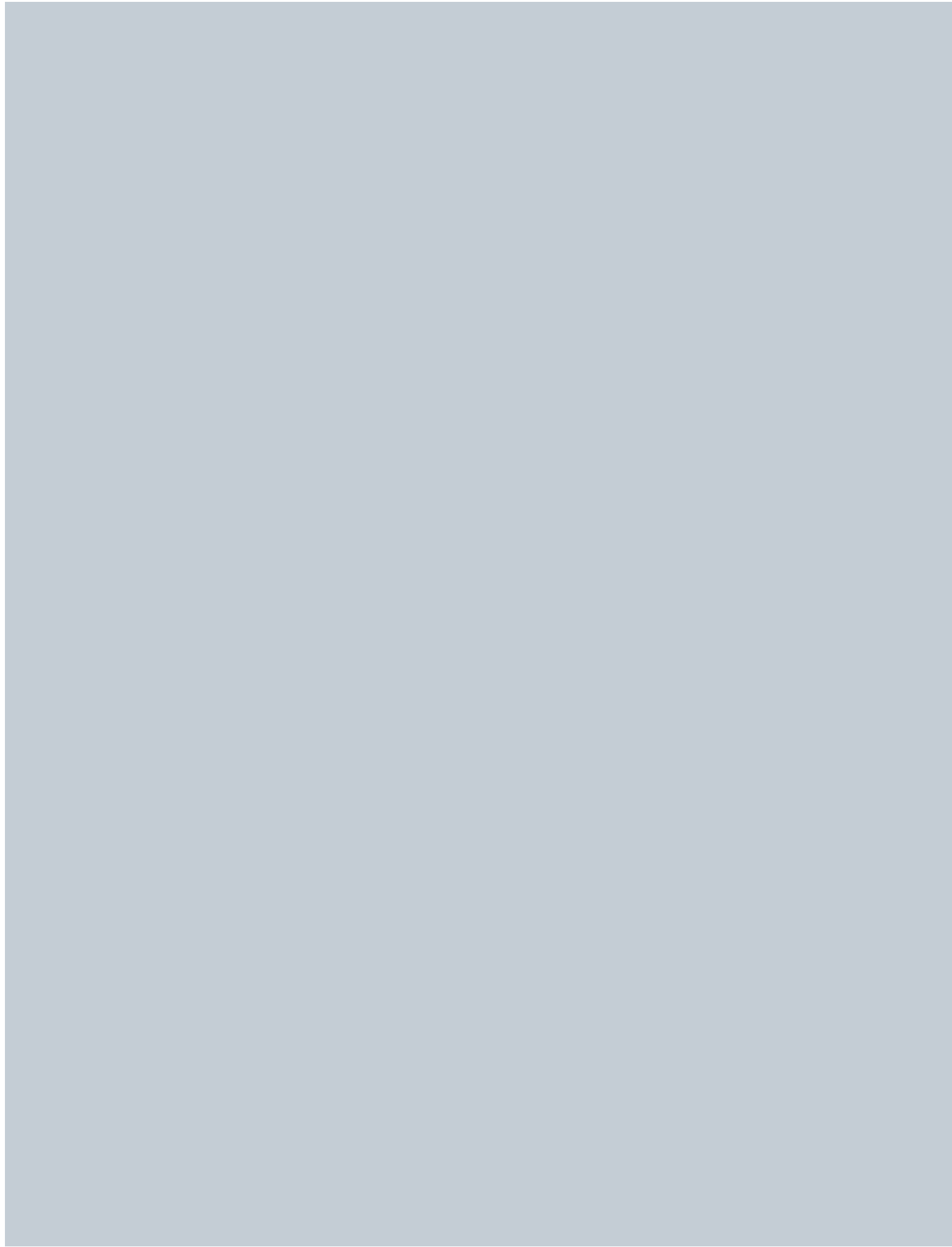
Drake University is a long-time member of *Campus Compact*, a national coalition of college and university presidents dedicated to promoting community service, civic engagement and service learning in higher education. This commitment is reflected in the activities of many of Drake's more than 125 registered student clubs and organizations, many of which offer frequent and significant programming on social responsibility.

Among these are:

- BACCHUS — (Boosting Alcohol Consciousness Concerning the Health of University Students) provides awareness of substance abuse.
- *Rainbow Union* — raises awareness in sexual diversity; co-hosts "Coming Out" Week.
- *Coalition of Black Students* — hosts the Martin Luther King Holiday program.
- *Reggie's Sleepout* — Drake cosponsored event to raise awareness for Homeless youth with Iowa Homeless Youth Centers and the Des Moines Area Religious Council.
- *The Student Activities Board* — brought Jane Elliott (known for her blue eye, brown eye research) to campus to raise awareness about diversity and inclusiveness.

Student Life and Academic Services staff members also provide programming that emphasizes social responsibility:

- *Residence Hall RAs* are required to host programs on alcohol awareness, diversity, leadership, wellness, HIV prevention and sexually transmitted diseases (STD).
- *First-Year Student Orientations and Welcome Weekends* offer programs on topics such as alcohol, diversity and sexual assault.
- Drake's *Disability Coordinator* works with Residence Hall assistants and faculty to provide information and to serve as a resource for students with disabilities.
- Drake's *Student Health Center* provides information to students about sexually transmitted diseases.
- Drake raises awareness on cultural diversity by working with the Des Moines community on events such as Hispanic Heritage month.
- The *Donald V. Adams Leadership Institute* provides students with out-of-class learning experiences that connect the insights and experiences of our alumni and community leaders with the talents of current faculty, staff and students.
- The Multicultural Weekend retreat offers first-year students and sophomores the opportunity to develop and appreciate an inclusive community through reflecting on their own beliefs and interacting with students from different cultures and backgrounds. This retreat was offered for the first time in September 2005.
- The Current Student Leaders Workshop is a daylong leadership development workshop for current student leaders.

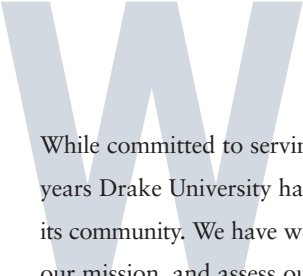


# CRITERION 5: ENGAGEMENT AND SERVICE



As called for by our mission,  
Drake University identifies its constituencies  
and serves them in ways both value.





While committed to serving the public good for well over a century, during the past dozen years Drake University has sought actively to strengthen its connections with and service to its community. We have worked to identify needs, determine whether the needs help us achieve our mission, and assess our capacity to fill those needs. Drake President David Maxwell consistently has asserted, “We want Drake to be the place where central Iowa comes together to address the important issues of the day.” In keeping with this assertion, we have taken steps to ensure that all segments of the community are aware not only of what Drake offers, but of its desire that they take advantage of the campus, our services and activities to enrich the central Iowa community.

Drake University offers concerts, plays, art exhibits and athletic events open to the community. Each year Drake brings dozens of major speakers to campus and sponsors dialogues and discussions among campus and community constituents. Drake also seeks to meet the needs of the community by making its facilities available for use. The University sponsors several community groups, providing space, personnel assistance, and other forms of support. Through its multiple Centers, Drake provides outreach to the community and leadership to education consortia. The University also collaborates with local foundations to aid in the intellectual, physical and emotional growth of the diverse Des Moines and central Iowa communities.

Our constituencies are as varied as our community is diverse. We seek to engage and serve our students, faculty and staff, prospective students and their families as well as alumni and parents of students, current and past. We also engage actively with local and state governments, businesses, schools systems, local nonprofits and, increasingly, our international colleagues.

**CORE COMPONENT 5A:** Drake University learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

### 5A.1: COMMITMENT TO CITIZENSHIP

The Drake University Mission stresses the role of the academic process in preparing students for *meaningful personal lives, professional accomplishments and responsible global citizenship*. The [Mission Explication](#), in providing guidance for achieving an *exceptional learning environment*, consistently emphasizes the importance of connecting with the broader community and of developing *citizenship*. It states that Drake University:

- ensures that all learning activities are grounded in the core values of the institution. (Drake University's core values are excellence, learning, integrity, *citizenship* and fiscal responsibility.)
- provides a rich array of undergraduate and graduate, research and *experiential learning opportunities*.
- promotes active interchange and communication within the University community and between the University and *its external constituencies (including alumni, the community, supporters and friends)*.
- models *engaged citizenship through service to the larger community* consistent with the educational mission.

The *Explication* further establishes expectations for Drake graduates, who are to become reflective practitioners and engaged citizens. As *responsible global citizens*, Drake graduates are expected to

*...understand that their individual knowledge and skills must be connected to the contributions of all cultures to the human experience. In practicing engaged citizenship, they understand and exercise the individual freedoms and institutional responsibilities of a democratic society and strive to sustain and expand the common good.*

In addition, the *Explication* specifies that Drake graduates “assume responsibility for the common good of local, national and global communities,” and “fulfill their responsibilities as citizens in a participatory democracy.” Illustrative of the University commitment to developing citizenship is the new *Engaged Citizen* focus in the Drake Curriculum.

Thus, Drake University seeks to model engaged citizenship. As an “engaged university,” Drake takes seriously its responsibilities in sustaining reciprocal relationships with all of its constituents.

### 5A.2: RESPONSE TO COMMUNITY NEEDS

Drake's engagement with the community is most clearly evidenced by the individuals, groups and organizations that turn to the University for support. Over the years Drake has learned

to assess such requests in terms of fit with its mission, its ability to provide support without negatively affecting achievement of its primary mission, and its actual ability to provide the support requested. Four examples of such endeavors are supporting and hosting the programming of the RaySociety for Lifelong Learning, collaborating with the NAACP in hosting a College Preparation day for middle and high school students, providing University facilities for concerts sponsored by the Des Moines Civic Music Association, and providing learning resources for professional and leadership development through the Center for Professional Studies.

#### 5A.2a: THE RAYSOCIETY FOR LIFELONG LEARNING

Inherent in Drake's commitment to prepare *students for meaningful personal lives, professional accomplishments and responsible global citizenship* is a commitment to lifelong learning.

The [\*Billie and Robert D. Ray Society for Lifelong Learning\*](#) extends this commitment to the community.

In 2002, several retired Drake alumni and friends approached President Maxwell requesting Drake's involvement and support in establishing a lifelong learning society in Des Moines. The President responded by asking a faculty member nearing retirement to work with the group to help develop an organizational mission and structure and to plan initial activities. During a year of planning the [\*mission and articles of organization\*](#) for the RaySociety emerged. In recognition of their long commitment to Drake University and their exemplary lifelong service and learning, the organization was named to honor Billie and Robert D. Ray, former first lady and governor of Iowa and first lady and president of Drake University.

Since 2003 the RaySociety has provided educational and social programs and events for people of retirement age. Retired and current Drake University faculty, Drake alumni and area community and business leaders contribute their expertise to creating a diverse array of [\*courses\*](#) and [\*activities\*](#). Non-credit courses address current events, technology, architecture, multimedia, local culture, social concerns and lifestyle. The Society also sponsors trips to area attractions, tours of facilities such as the Great Ape Trust Center, libraries, museums, and other places of interest. RaySociety members receive invitations to, and actively participate in, many Drake University events, such as the Bucksbaum Lecture Series. By Spring 2007 over 400 individuals had become members and active participants in courses and social events.

Several Drake University offices have provided extensive support for the RaySociety. Recognizing the educational mission of the organization, Drake has placed the RaySociety administratively within the Provost's Office. That office provides the time and support of an Associate Provost, as well as other staff services. Drake provides a staff member to coordinate the activities of the Society, office space, office furnishings, computers, access to copiers and other equipment, space for classes and socials, and use of Drake educational media equipment and personnel. The Alumni and Development Office provides the RaySociety office space in an area convenient for their members and, working with Drake's Business and Finance staff, handles the group's finances.

**INHERENT IN DRAKE'S  
COMMITMENT TO  
PREPARE "STUDENTS  
FOR MEANINGFUL  
PERSONAL LIVES,  
PROFESSIONAL  
ACCOMPLISHMENTS AND  
RESPONSIBLE GLOBAL  
CITIZENSHIP IS A  
COMMITMENT TO  
LIFELONG LEARNING.**

**5A.2b: NAACP NATIONAL YOUTH COUNCIL COLLEGE PREPARATION DAY**

In summer 2005, the local NAACP approached Drake to discuss ways to encourage more Des Moines students to view attending college as a realistic opportunity. After a number of meetings to discuss challenges and opportunities, a pilot project was undertaken to see if, with assistance from Drake's Office of Admission, Des Moines could be the first city in the state of Iowa to host an NAACP National Youth Council College Preparation Day.

The first event was held in summer 2006, bringing over 100 minority high school students and their families together for a summit with educational professionals. Representatives from over 20 colleges and universities as well as financial advisors from both the public and private sector were on hand. During the program students and their families were introduced to the many opportunities with which, all too often, they were unfamiliar.

Drake hosted the third annual [College Preparation Day](#) in November 2007. The success of the event and the community's appreciation is evident in the fact that the NAACP Youth Council presented Drake with an award for making College Preparation Day a reality in Des Moines.

**5A.2c: CIVIC MUSIC**

Since 1925 Civic Music has provided the Des Moines community with a rich array of musical experiences, including free summer concerts by the [Belin String Quartet](#) and an [annual concert series](#). For many years the concerts by nationally renowned groups were held at various venues throughout the city, including the acoustically excellent Drake Sheslow Auditorium. In 2001, the Board chair and Director of Civic Music, which was dealing with fiscal challenges, approached Drake's President and Dean of Arts and Sciences with a proposal. In return for free use of Sheslow Auditorium and preferential scheduling of the venue, they would schedule a Master Class in conjunction with each concert on the Drake campus, free to Drake and other area students. Civic Music also would provide complimentary advertising for the Drake music department in their programs as well as other recognition of the Drake relationship. This Drake University partnership with Civic Music, initiated in the 2002–03 season, continues to benefit both organizations.

**5A.2d: CENTER FOR PROFESSIONAL STUDIES**

The Center for Professional Studies arose in response to needs identified in the central Iowa business and public sectors for continuing and specialized education. The Center, located in the College of Business and Public Administration, pursues a mission to “support, enhance, and utilize the resources from the College to provide credit-bearing and/or certificate programs to professionals and organizations located in the public, nonprofit and private sector communities.”

Center programs range from single-day seminars to multi-session programs, all developed in response to needs of individuals, central Iowa businesses, and organizations in the public sector. Offerings include Certificate programs in Nonprofit Leadership and Administration and Health Leadership Management. The Center also offers a Certified Public Management

**THE CENTER FOR  
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SPECIALIZED EDUCATION.**

Program as well as a Business Leadership Certificate Program; the latter supports development of advanced business competencies.

Center programs help connect faculty and College capacities with the community and fulfill the College goal of supporting the community beyond direct degree-seeking education. Some programs are designed to facilitate development of specific skills, while others provide comprehensive background that may prepare individuals for graduate study.

**CORE COMPONENT 5B:** Drake University has the capacity and the commitment to engage with its identified constituencies and communities.

### 5B.1: PARTNERSHIPS WITH THE COMMUNITY

For 126 years, Drake and the Des Moines community have had a strong partnership, supporting both the vitality and health of the community and the mission of Drake University. This mutually supportive relationship is exemplified by the service of many of Des Moines' business and community leaders on the Drake governing board, and by the service of Drake senior administrators and faculty on a variety of local nonprofit and for-profit boards.

During the 2006–07 academic year, as Drake positioned itself for the next round of strategic planning, President Maxwell visited with close to twenty major corporation leaders in the Des Moines community to talk about their own strategic visions, their planning processes and goals for their organizations. The purpose of these discussions was to learn from the ways in which other organizations undertake planning, as well as to ensure that Drake's strategic goals are aligned—as appropriate—with the aspirations and needs of the community.

The president has also engaged in ongoing discussions with the Des Moines leadership in advance of Drake's next comprehensive campaign to ascertain the extent to which the community understands and values the University's role in central Iowa's and the region's future, and the extent to which the community is ready to support Drake in fulfilling its goals. The feedback from these discussions has been very positive and encouraging, perhaps best summed up by the statement of the CEO and Chairman of The Principal Financial Group, Barry Griswell who concluded his conversation by saying, "Des Moines aspires to be a great city—every great city needs a great university. That's Drake's role, simply put."

Drake leadership has also been very intentional in developing positive working relationships with local and regional businesses as well as City Council members, Neighborhood Advisory councils, city agencies (including the Des Moines Police Department, whose immediate past and present Chiefs are both two-time graduates of Drake).

This greatly valued, symbiotic relationship is driven by two factors—one philosophical and the other pragmatic. We recognize and value the public responsibility of the University to serve the common good; universities play a vital role in a liberal democracy, and we are wholeheartedly and enthusiastically dedicated to that role. It is emphasized in our *Mission Explication*, with the commitment to the concept of citizenship. At the same time, we recognize

**FOR 126 YEARS, DRAKE AND THE DES MOINES COMMUNITY HAVE HAD A STRONG PARTNERSHIP, SUPPORTING BOTH THE VITALITY AND HEALTH OF THE COMMUNITY AND THE MISSION OF DRAKE UNIVERSITY.**

on a practical level that our relationship with the community is one of mutual self-interest: Des Moines needs Drake University to thrive if the community is to meet its exciting and ambitious aspirations, and Drake University needs Des Moines to thrive if we are to continue to attract the very best students, faculty and staff.

#### **5B.1a: COMMUNITY AND METROPOLITAN RELATIONS**

To support engagement and communication with its neighbors, the University established the position of Director of Community Relations in the Office of Alumni and Development. Through this position Drake maintains connections with neighbors as well as with business, political and other community representatives.

The Director of Community Relations is involved in the [\*Drake Neighborhood Association\*](#), Drake Business Association, Neighborhood Base Service Delivery Team, and Neighborhood Improvement Task Force. The Director also maintains relations with other neighborhood associations interested in the activities of the University. The Director ensures that Drake is represented at community and organizational events; responds to requests that the University host clinics, meetings, dances, banquets and athletic events; provides free tickets to athletics events; and serves as a University contact to whom neighbors may direct questions, concerns and complaints.

The Office has been particularly active in keeping neighbors informed and involved as decisions moved forward on major projects, such as the Drake Stadium renovation and plans for Drake West Village. Drake House Salvage Day was held last year as preparations started for new developments on the west side of campus. Over one hundred Drake area residents and two nonprofit organizations benefited from an opportunity to strip valuable woodwork, brick, fireplaces, lights and other items from houses being demolished for the new Drake West Village development. In addition, Drake gave community members possession of four houses at no cost other than that required to move them to new locations.

#### **5B.1b: DRAKE AS A COMMUNITY MEMBER**

The immediate Drake neighborhood is, of course, a focus of University community involvement. Drake and its neighbors have coexisted for over 125 years, and Drake has long realized its responsibility to engage its entire community. Many feel that there has never been a better relationship than the present. In recent years, the University has taken the initiative in organizing joint university-community planning meetings, carefully involving community constituents in the discussion of a mutual future. On campus, Drake begins to instill this responsibility in students at summer orientation and Welcome Weekend for new students. First-Year Seminars, service-learning, and volunteer activities of student organizations continue to emphasize this responsibility.

Drake University also takes seriously its responsibilities as a resident of the City of Des Moines. The University's goals and projects affect not only the local neighborhood, but the broader central Iowa community. The recent Drake Stadium renovation provides one example

of such relationships. The University, of course, worked with the City Council, Plan and Zoning Commission, Des Moines Transportation Department and other local agencies as the renovation and expansion was approved and implemented. But Drake also worked with individuals and groups in the local neighborhood to ensure that specific concerns were heard and considered. A Drake team led by President Maxwell met with Des Moines City Manager and his staff to discuss options/ideas for development of the streetscape project that will front Drake on University Avenue and Forest Avenue, and those discussions continue at the staff level.

## 5B.2: DRAKE STUDENT, FACULTY AND STAFF OUTREACH

Drake is keenly aware that it exists as a part of a greater community. It enacts that awareness through recognizing and rewarding community service, promoting community volunteerism and fostering student service organizations.

### 5B.2a: RECOGNITION AND REWARDS FOR SERVICE

Drake University recognizes and promotes service among students, faculty, and staff. In 1996, Madelyn Levitt, then a member of the University's governing board, established a special award to acknowledge outstanding contributions of Drake faculty and staff to the Drake community. The [\*Madelyn Levitt Distinguished Community Service Award\*](#), which carries a significant cash award, is presented annually to a faculty or staff member who:

- demonstrates personal commitment to volunteerism and community service;
- has an outstanding record of leadership or substantial involvement in community projects, services and activities that contribute to the quality of life in the region, state and/or nation;
- demonstrates professional and personal values and behavior that typify the ideals of "giving back to others" and "making a difference in the lives of others."

The College of Arts and Sciences recognizes a student for outstanding community service with the E.A. Sheslow Prize. In a similar vein, Drake hosts the annual [\*Leaders and Luminaries\*](#) ceremony that honors student leadership and achievement, including community service, student employment, and extracurricular involvement. This major annual event raises volunteerism and community service to a high level of recognition.

### 5B.2B: DRAKE VOLUNTARISM IN THE COMMUNITY

Drake University and our students, faculty and staff actively participate in the broader Des Moines community, an involvement that supports Drake's core value and mission goals related to *citizenship*. Drake and its constituent units host literally dozens of special service events annually. All residential units have regular community service projects, as do the Honors Program and various student honoraries. A few examples are provided in the following sections.

**DRAKE UNIVERSITY  
RECOGNIZES AND  
PROMOTES SERVICE  
AMONG STUDENTS,  
FACULTY, AND STAFF.**

**5B.2b.1: All-Staff Council Special Events Committee**

Drake's [\*All-Staff Council Special Events Committee\*](#) actively sponsors events throughout the year for campus and off-campus constituents.

Among such projects in 2006–07 were:

- Thanksgiving Luncheon and Food Drive that benefited the Des Moines Food Bank.
- Christmas Luncheon/reception at which several hundred mittens, scarves and hats and cash were donated for elementary children in the Des Moines school system.
- Campus-wide Holiday Food Basket Program; In 2006, faculty, students and staff filled more than 160 food baskets and contributed nearly \$150 in cash and about \$600 in grocery gift cards.

The Committee also collaborated with student organizations:

- Members of the Student Senate volunteered their time at several youth shelters for the “Shelter Des Moines with Love” campaign.
- The Christmas Wish Tree Project and Family Party provided children in about 20 under-privileged families with Christmas gifts and a Christmas party for the families in the Olmsted Center.

**5B.2b.2: Neighborhood and Community Voluntarism**

Drake students volunteer regularly in the Drake neighborhood and broader community, and their activities promote positive relationships between students and their neighbors. Students, faculty, and staff support the *Drake Neighborhood Association* with the [\*Weed and Seed Committee\*](#), [\*Neighborhood Scrub Day\*](#), [\*Make a Difference Day\*](#) projects and Neighborhood Halloween Party for youth.

In addition, student organizations regularly sponsor a [\*Back to School Bash\*](#) for area families. They participate in campus and neighborhood clean-ups, raise money for numerous philanthropies, and spend countless hours in service at local retirement centers, schools and nonprofit organizations.

Each year new Drake students are introduced to the importance of *engaged citizenship* during Welcome Weekend. Entering first-year students are invited to participate in neighborhood service projects — and typically about three-quarters do so. Other community service projects designed for first-year Drake students to continue their involvement have included Drake Neighborhood — Cleanup (300-350 students), the Drake Neighborhood — Brickyard Project (50–100 students), and the Drake Park Cleanup Project (60–75 students). Students supported various organizations including the Adult Literacy Center at Drake (25–30 students), Animal Rescue League of Iowa (50 students), Bernie Lorenz Recovery House for Women (25–30 students), Broadlawns Medical Center county hospital (40 students), Brookdale Ramsey Village Retirement Center (30–40 students), and P.A.C.E. Juvenile Center (25–30 students).



## 5B.2c: STUDENT ORGANIZATIONS

### 5B.2c.1: Student Service Organizations

Drake strives to instill in its students a sense of service to others in hopes that they will take this commitment to the communities in which they live after graduation. Student commitment to serving the broader community is evident in the organizations that they have formed and actively support. Examples of [Drake student organizations](#) oriented to service include those listed below:

- *Reachout* trains students to be active listeners and communicators in the Drake and Des Moines communities. Every night a team member staffs a crisis line and is available to respond confidentially to issues that affect students, such as eating disorders, grief and loss, anxiety, time management, relationship problems, rape, sexually transmitted diseases and pregnancy. Training normally lasts a semester before a team member qualifies to take the crisis line.
- The [10,000 Hours Show of Central Iowa](#) is an endeavor of the United Way of Central Iowa, Iowa State University and Drake University. It encourages Drake University students and other local young people in Polk, Warren, Dallas and Story counties to volunteer at local nonprofits, mobilizing them to help meet immediate community needs. To encourage and recognize their service, the group produces a free concert for these volunteers and helps develop the next generation of active community leaders.
- The mission of BACCHUS (*Boosting Alcohol Consciousness Concerning the Health of University Students*) is to develop a community that is educated and aware of all relevant health issues facing college students. Through both entertaining and educational programming, BACCHUS emphasizes making smart decisions and taking responsibility for whatever choice is made, especially concerning alcohol responsibility.
- *Drake Environmental Action League (DEAL)* seeks to increase awareness of environmental issues and environmental sustainability on Drake's campus, in the community and beyond. Members do grassroots work for national organizations, sponsor speakers, hold protests, work with administration, participate in environmental conferences, and engage in state environmental politics and recycling programs. DEAL is a member group of Iowa Students Towards Environmental Protection.
- *Habitat for Humanity* members do construction work, fundraising and committee work to help provide housing for low-income community members.
- *Best Buddies* pairs Drake students with mentally handicapped students from a Des Moines public school for friendship. Activities are both group and one-on-one. A yearlong commitment is required.

### 5B.2c.2: Organizations for Drake's Diverse Students

[Drake student organizations](#) support the range of interests and needs of its culturally and socially diverse student body. Many organizations seek specifically to support members of underrepresented groups and enhance understanding of cultural and social differences.

Among the organizations that seek to promote cultural understanding and support

**STUDENT COMMITMENT TO SERVING THE BROADER COMMUNITY IS EVIDENT IN THE ORGANIZATIONS THAT THEY HAVE FORMED AND ACTIVELY SUPPORT.**

needs of a diverse student body are the Coalition of Black Students (CBS), La Fuerza Latina (LFL), the Vietnamese-American Student Association (VASA), the South Asian Student Association (SASA), the Muslim Student Association and Rainbow Union (RU). The Asian Pacific American Law Students Association, Drake Black Law Students Association, Hispanic Law Student Association, Drake OutLaws (Lesbian, Gay, Bisexual, Transgendered support) and *Drake Law Women* support a diverse Law student population.

### 5B.3: DRAKE COMMUNITY OUTREACH CENTERS

Drake University develops, sponsors or otherwise supports numerous community outreach programs. As the interests of Drake faculty and students have coalesced with or responded to the needs of the community, the University has developed programs that meet its own goals as well as community needs. Several such endeavors are supported by grants, while others rely on volunteerism or other kinds of Drake support. These programs have responded to educational, legal and health needs.

#### 5B.3a: ADULT LITERACY CENTER

The [\*Adult Literacy Center\*](#) has been a program of the Drake University School of Education since 1976. It is supported by grants and private donations from several businesses, local organizations and individuals.

The *Center* provides a unique and valued service to central Iowa through its mission “to improve literacy, resulting in enhanced self-esteem, daily living, and life-long learning.” The *Center* currently serves approximately seventy adult learners and has a long wait list, evidence that this program answers community needs and is, in turn, appreciated by it. The *Center* provides tutoring primarily to low-income adults, 15 percent of whom are learning English as a second language, and 75 percent of whom are employed and seeking to improve their job skills. Volunteer tutors receive training, then work with students in two one-hour, one-to-one sessions each week. In 2006–07 volunteers provided over 2500 hours of service. The *Center* not only serves adults who need assistance in learning to read but brings together Drake faculty, staff, students, alumni and others from the community in a role of service.

#### 5B.3b: HEAD START

Since 1977, the Drake University School of Education has been the grantee and has administered Des Moines [\*Head Start and Early Head Start\*](#). Head Start provides opportunities for Drake student involvement: teaching and practicum placement, working with family advocates, researching, writing and developing grant proposals.

In addition to the Home Program in Polk County, 36 centers serve more than 900 children and families in six counties. The comprehensive child development programs seek to improve school readiness among children from birth to age five in low-income families. The centers also serve pregnant women and their families and provide many individualized services. These include programs in education; medical, dental, and mental health; nutrition; and social service to children and their families.

**5B.3c: TEACHER QUALITY PARTNERSHIP**

The Des Moines Public Schools, Des Moines Area Community College (DMACC) and Drake University have collaborated to create the [\*Teacher Quality Partnership\*](#). This project, funded by the U.S. Department of Education, is designed to increase the number of high quality teachers of color and Native American teachers in schools that enroll large numbers of low-income students from ethnic minorities. The project supports minority teacher recruitment efforts of the three partner institutions. It provides forgivable loans and other support as candidates complete their teacher preparation programs at DMACC and Drake. Finally, the project is creating four professional development schools that will become demonstration sites for quality urban education for practicing teachers and centers for intensive clinical experiences for pre-service teachers.

**5B.3d: DRAKE LEGAL CLINIC**

Drake's [\*Legal Clinic\*](#) demonstrates how Drake responds to constituencies that depend on it for service and how Drake students connect with external communities. The Neal and Bea Smith Law Center, which houses clinical programs and the Center for Public Service Attorneys, is a fully computerized, functional law office with support staff and office space for up to forty students. It houses research facilities, a library, classrooms, conference rooms, and a courtroom. The clinic is supported by a \$4.5 million federally-funded endowment that ensures continued service to students and the community.

The program, ranked as one of the top twenty clinic programs in the country by *U.S. News & World Report*, provides free legal services and advice to low income and elderly clients. Through seven clinics — General Civil Practice, Criminal Defense, Advanced Criminal Defense-Trial, Advanced Criminal Defense-Appeals, Elder Law, Administrative Law, and Children's Rights — students handle all types of challenging cases under supervision of faculty who have practiced law. Student lawyers conduct fact investigations, draft documents, handle negotiations, take depositions and represent clients in administrative and court proceedings, including jury trials. Through their clinic work, students gain valuable experience while discovering the benefits of assisting people who might not otherwise have access to legal assistance.

**5B.3e MIDDLETON CENTER FOR CHILDREN'S RIGHTS**

The [\*Joan and Lyle Middleton Center for Children's Rights\*](#) is a pioneering program added to the Drake Legal Clinic in 2001. Funded by a \$1 million gift, the Middleton Center pursues a broad agenda: it advances children's rights through the legal process, formulates public policy, provides training and makes public information accessible. Under faculty supervision, students provide legal services to children and families in need as part of an interdisciplinary team that includes a social worker and a licensed teacher. The Center trains attorneys, judges, teachers, social workers and other professionals working in the juvenile justice system, providing both instruction in relevant law and legislation for non-lawyers plus the latest medical and social research on child abuse for lawyers and judges.

**THROUGH THEIR CLINIC WORK, STUDENTS GAIN VALUABLE EXPERIENCE WHILE DISCOVERING THE BENEFITS OF ASSISTING PEOPLE WHO MIGHT NOT OTHERWISE HAVE ACCESS TO LEGAL ASSISTANCE.**

**5B.3f: COLLEGE OF PHARMACY AND HEALTH SCIENCES EXPERIENTIAL AND OUTREACH PROGRAMS**

The College of Pharmacy and Health Sciences provides community service through its experiential and outreach programs.

**5B.3f.1: Pharmacy Experiential Programs**

Students participate in the College of Pharmacy and Health Sciences' [\*Experiential Education Program\*](#) during their pre-professional years and the first three years of the professional curriculum. The program focuses on developing a sense of community and understanding of the role of the pharmacist in the community. Examples of the activities in which the students engage during these practice experiences include:

- The *Geriatric service-learning project* is directed at developing professionalism, empathy, caring and communication by giving students a chance to forge a personal relationship with an elderly individual.
- The *Smoking cessation service-learning project* involves second-year pharmacy students in the healthcare systems available for underinsured of the Des Moines community.
- During the third professional year students monitor a patient longitudinally for a period of months. The student must apply the knowledge and skills gained through previous classroom courses and experiential work.
- During the final (P-4) year of the professional program, students complete five-week rotations in both ambulatory and acute care environments that provide general medicine and specialty care services to patients.

**5B.2f.2: Pharmacy Outreach Programs**

The College of Pharmacy and Health Sciences has launched several outreach initiatives in which Drake Pharmacy faculty and students work. All provide opportunities for practicing ethical application of professional skills. They include:

- The *Bone Health Education and Referral Project* is a community pharmacy screening, education, referral and follow-up monitoring service within community pharmacies in northwest rural Iowa, designed to increase the identification and treatment of undiagnosed osteopenia or osteoporosis among older adults.
- *La Clinica de la Esperanza* is a primary clinic site that serves a predominantly Hispanic population on the southeast side of Des Moines. Students participate actively in the health-care process, helping to identify and prevent potential or actual drug-related problems. They act as a drug information resource to the clinic and take an active role in patient education and medication counseling.
- The *Community Access Pharmacy* serves uninsured and under-insured persons in Polk County. The pharmacy is made possible through a federal grant obtained by the Health Access Partnership. Pharmacy students interact with a diverse group of patients and participate in care. They also learn how to use an interpreter effectively, as approximately 40 percent of patients speak Spanish.

**THE COLLEGE OF  
PHARMACY AND HEALTH  
SCIENCES HAS  
LAUNCHED SEVERAL  
OUTREACH INITIATIVES  
IN WHICH DRAKE  
PHARMACY FACULTY AND  
STUDENTS WORK.**

Next year, students in their second professional year will work 40–50 hours with the underserved populations at clinics within Primary Health Care and other clinics. They will do patient interviews, take vitals, and keep inventory on patients' medications.

**CORE COMPONENT 5C:** Drake University demonstrates its responsiveness to those constituencies that depend on it for service.

Drake University has been responsive to constituencies, providing services, space and various kinds of support. Evidence of such responsiveness has been provided in Components 5A and 5B. Additional examples of collaboration with other higher learning organizations and K–12 Education provide further evidence of such responsiveness.

### 5C.1: COMMUNITY USE OF DRAKE'S FACILITIES

Drake University has become a center for many types of activities in Des Moines. Lectures and fine arts events on the campus are open to the public and usually free of charge. Athletics events bring thousands of people to campus each year. Local high schools use Olmsted Center for proms and other social events and schedule the Knapp Center for commencement ceremonies. Also, Drake Stadium is provided rent-free as the home field for Roosevelt High School football. Events such as the state boys' and girls' track meet, attended by 53,000 last year, are held in Drake Stadium.

Many local organizations schedule conferences that bring people from all over the country to campus for meetings, workshops and other activities. During this past year leading up to the caucuses, dozens of political candidates have held rallies and debates at Olmsted, Old Main's Levitt Hall and Sheslow Auditorium and the Knapp Center. In November 2007, Drake Stadium served for the second year as the venue for *Reggie's Sleepout*, an overnight community fundraising event in support of homeless young people. In addition, Drake provides space and other forms of administrative support to several organizations including the *American Judicature Society*, *I Have a Dream Foundation*, and *Character Counts! In Iowa*.

**MANY LOCAL ORGANIZATIONS SCHEDULE CONFERENCES THAT BRING PEOPLE FROM ALL OVER THE COUNTRY TO CAMPUS FOR MEETINGS, WORKSHOPS AND OTHER ACTIVITIES.**

### 5C.2: DRAKE'S CONNECTION WITH OTHER EDUCATIONAL AND RESEARCH ORGANIZATIONS

Drake's connections with education and legal organizations are symbiotic, enhancing both Drake and the organizations served.

#### 5C.2a: DES MOINES HIGHER EDUCATION CONSORTIUM

In 1971–72 the Des Moines Higher Education Consortium was developed to help three Des Moines area institutions of higher education better serve the needs of the community and their respective student bodies. With support of the presidents of all three institutions, and funded by a special services grant to support joint activities, two vice presidents from institution each began to meet regularly.

## THE CONSORTIUM PROVIDES A CONTEXT FOR COLLABORATION AMONG INSTITUTIONS WITH DIFFERENT MISSIONS, PERSPECTIVES, AND RESOURCES.

The Consortium provides a context for collaboration among institutions with different missions, perspectives, and resources. Academic, student life and admissions administrators from Grand View College, Des Moines Area Community College (DMACC), and Drake University meet once a month to exchange ideas as well as consider ongoing and potential collaborations.

Among the collaborations emerging from the Consortium is a cross-enrollment program that allows students at each institution to enroll in one course per semester at one of the other institutions. This has allowed students to enrich their course of study with classes not offered at their home institution. It also provides community college students a chance to enroll in courses at the institution to which they plan to transfer. A cable television station, The College Channel (16), based at and staffed by Drake University, gives students opportunities to produce, direct and perform in television programming. Through DMACC, The College Channel provides state residents access to televised courses for credit. In addition, the channel offers information about the *Consortium* schools and is planning public service programming on topics such as Financial Aid.

The Consortium is completing work on joint admission agreements that will allow students to be admitted to DMACC and Drake University or Grand View at the same time. If they successfully complete the DMACC program, they will be able to enroll immediately at Drake or Grand View. Students will be able to participate in activities at their selected transfer school and will be advised by faculty from that school to ensure appropriate preparation.

### 5C.2b: AMERICAN JUDICATURE SOCIETY

In June 2003, the American Judicature Society (AJS) moved from Chicago to the Drake Campus. With support from Drake alumnus and Board of Trustees Member Dwight Opperman, the building that served as home to Drake Presidents until 1951 was remodeled to become the new AJS headquarters.

AJS is a nonpartisan national advocacy group that conducts and disseminates research to support reform in areas such as judicial conduct, judicial election abuses, and court procedures. In addition to research, *AJS* offers educational programs and operates several independent centers to facilitate research and discussion of judicial issues.

The [\*American Judicature Society\*](#) provides a variety of opportunities for Drake students. Approximately 25 students from the Law school and two undergraduates (Politics and Law, Politics, and Society majors) have worked as interns at AJS over the past three years. In addition, AJS collaborates with the Drake University Law School to produce the AJS/Drake series, half-day seminars at the Drake Legal Clinic on issues of significance to the legal system, all free and open to the public. The AJS staff works with Law School faculty and students on projects such as an annual co-sponsored symposium issue of the *Drake Law Review*, co-sponsored lectures held at the Law school, and the Legal Practicum for which an AJS Staff Attorney serves as a group leader.

Drake supports the collaborative learning opportunities provided by AJS through co-sponsorships of on-campus activities and by encouraging faculty to partner with AJS staff on a variety of research and teaching issues.

### 5C.2c: SCHOOL OF EDUCATION EXTENSION PROGRAMS

The Drake School of [Education Extension Education](#) Division provides support to and collaborates with a number of local, regional, national and international education organizations. The division, staffed by a director, a distance learning designer, and four field consultants, acts as a liaison between Drake School of Education and the eleven [Area Education Agencies](#) (AEAs) that serve all Iowa public and private schools. These agencies provide professional development and continuing education to Iowa's 34,000 licensed educators, who must renew their credentials every five years. Drake and the AEAs collaborate in offering workshops and seminars that carry continuing education credit, a collaboration that engages Drake with local schools and, through feedback from the field, helps Drake's full-time faculty members align their curricula with the needs of these districts.

The School of Education responds to needs identified by state curriculum directors or superintendents by providing field-based professional development. Recently the Des Moines Public Schools Director of Science Education, aware that fewer than 10 students in the entire state were preparing to be physics teachers, requested that Drake develop a certification program for physics instructors. In response, the School of Education, in collaboration with the College of Arts and Sciences, is offering the Iowa Physics Endorsement for Des Moines teachers over the next three summers at one of the area high school laboratories. Each year, the School of Education also hosts and staffs the Physics Olympics and the Academic Decathlon on Drake's campus. The events bring talented students from across the state to Drake.

Outreach from Drake's School of Education extends across an international border. For 12 years the School has been the approved provider for continuing education credit through an official agreement with the [Elementary Teachers Federation of Ontario](#) (ETFO), Canada. Workshops are held in Ontario and in Des Moines to prepare instructors to teach fourteen of the courses offered throughout Ontario. Drake personnel travel to Ontario to observe the courses and meet with ETFO leaders to update the course content.

### 5C.3: DRAKE'S ALUMNI CONNECTIONS

Drake University alumni provide the clearest evidence of how well the University succeeds in its mission — preparing students for meaningful personal lives, professional accomplishments and responsible global citizenship. The University seeks to maintain connections with its alumni through a variety of services and programs.

Drake keeps alumni informed about the University through publications including the University magazine *Drake Blue*, [eBlue](#) and eLaw electronic alumni newsletters and the [OnCampus](#), Drake University Faculty and Staff Newsletter. Alumni keep in touch with Drake and with each other via the online alumni community offered through Drake's *blueView* portal. Alumni participate in the daily life of Drake University as faculty and staff and even as students returning for additional educational experiences. Through the RaySociety for Lifelong Learning and Friends of Drake Arts, alumni continue their learning experiences on the Drake University campus. They attend athletics events, fine arts exhibits and performances, lectures and other presentations on campus.

**DRAKE UNIVERSITY  
ALUMNI PROVIDE THE  
CLEAREST EVIDENCE OF  
HOW WELL THE  
UNIVERSITY SUCCEEDS  
IN ITS MISSION —  
PREPARING STUDENTS FOR  
MEANINGFUL PERSONAL  
LIVES, PROFESSIONAL  
ACCOMPLISHMENTS  
AND RESPONSIBLE  
GLOBAL CITIZENSHIP.**



The [\*Office of Alumni and Development\*](#) works with the *Drake National Alumni Association* Board to plan programs, engage alumni in student recruitment, and motivate alumni giving to The Drake Fund. The office offers regular events for alumni, including Homecoming, class reunions, young alumni programming, activities during Drake Relays, the annual Alumni Awards Dinner and informal Bulldog Bash alumni gatherings held in cities worldwide. They also sponsor opportunities for local networking such as “Let’s DU Lunch.” To foster alumni pride and engagement, Alumni and Development also provides programming for students, including the *Future Alumni Network* organization; activities for seniors; first-year seminar reunions for juniors; and activities for Drake’s Alumni and Carpenter Scholars.

The University provides alumni access to University services including library privileges and access to Drake recreational facilities. Alumni also have access to the services of Drake’s [\*Professional and Career Development Services\*](#) and support from the Alumni Office’s [\*Career bluePrint\*](#). Drake Alumni are encouraged to share their professional experience and mentor current students through the [\*Career Network\*](#).

**DRAKE’S  
INTERCOLLEGIATE  
ATHLETICS AND  
RECREATIONAL AND  
WELLNESS SERVICES  
ENGAGE STUDENTS IN  
A RANGE OF ACTIVITIES  
THAT SUPPORT THEIR  
HEALTH WELLNESS AND  
PREPARATION FOR  
LIFELONG LEARNING.**

#### **5C.4: DRAKE ATHLETICS AND RECREATIONAL SERVICES**

Drake’s [\*Intercollegiate Athletics and Recreational and Wellness Services\*](#) engage students in a range of activities that support their health wellness and preparation for lifelong learning. They also support interests and needs of faculty, staff, alumni and community through spectator sports and recreational and wellness activities.

##### **5C.4a: INTERCOLLEGIATE ATHLETICS**

Drake University Intercollegiate Athletics seeks both to enhance the quality educational experience of Drake University student athletes and to support the community as a whole. The athletics environment adds excitement to campus life and adds an important social dimension to the student experience. Athletics works with student leaders across campus to enhance school spirit and increase participation in athletic activities.

##### **5C.4a.1: Supporting Students**

Drake offers 18 intercollegiate sports: men’s basketball, men’s cross country, indoor and outdoor track, men’s tennis, men’s soccer, football and men’s golf, women’s basketball, women’s cross country, indoor and outdoor track, women’s tennis, women’s soccer, women’s rowing, women’s golf, women’s volleyball and softball. The University annually provides over \$3 million in athletic scholarship support for all sports except football and women’s rowing. Approximately 61% of eligible student-athletes receive athletic scholarship assistance.

A primary goal of Drake athletics is to ensure a superior athletic experience that maintains integrity, equal opportunity and fulfillment, in the context of superior academics. Thus, the department upholds strong academic standards and encourages student involvement in other campus cocurricular activities. Achievement of these goals is evidenced by the fact that in 2006–07 16 of 18 athletic programs achieved a grade point average above a 3.00 with a department-wide grade point average of 3.15.



#### 5C.4a.2: Community Engagement

Drake Football and both men's and women's basketball provide exceptional entertainment that is appreciated by students, employees, alumni and the central Iowa community. Thousands of people attend intercollegiate athletics events each year. In 2006–07, attendance at men's basketball home games averaged 5,458 per game and women's 2,226 per game. Seven of the programs host youth sports camps on campus for children age 5 to 18.

#### 5C.4b: DRAKE RELAYS

The *Drake Relays* has become a community-wide occasion for celebration and events. Launched in 1910, the Drake Relays is a world-class track and field meet. The three-day competition attracts some of the best athletes in the world. Many past and future Olympians, as well as college and university athletes from across the country compete annually. Last year 7,851 athletes from Iowa high schools as well as from across the United States and 18 foreign countries competed in the Drake Relays.

The Relays are clearly valued by campus constituencies, the Des Moines community, and alumni and track fans from around the country. Relays week activities provide the major student campus event of the year and annually bring the most alumni to campus. For forty-two consecutive years Saturday Relays have sold out and in 2006-07 39,000 people attended the three days of events.

The event also is an occasion for yearly collaboration between Drake and the Des Moines community. A "Relay for Life" brings together representatives from area businesses to raise money to fight cancer. Downtown Des Moines hosts the "Beautiful Bulldog" competition and the "Fake Relays," in which downtown CEOs, media celebrities and others participate in non-traditional races. Events for children also are planned downtown and on the Drake campus.

#### 5C.4c: DRAKE RECREATION SERVICES AND PROGRAMS

Drake *Recreational Services* strives to enrich the quality of campus life by offering opportunities for physical, mental and social interaction and growth. The program sponsors several sports clubs and numerous intramural sports. Over the last five years from 65% to 68% of Drake students have participated in the Drake recreation programs. Participating in the intramural program supports lifelong learning goals by providing opportunities to develop skills in leadership, cooperation, communication, planning, self-reliance and a sense of fair play. Students, faculty and staff may participate in as many activities as they wish, on teams or as individuals. In June 2007, Drake University, and head men's tennis coach Chase Hodges, received the Tennis Ace Award from the National Intramural-Recreation Sports Association (NIRSA). Drake was one of six institutions recognized in the country for promoting, organizing or supporting recreational tennis participation on campus.

Drake students, faculty and staff have access to extensive recreational and sports facilities. Facilities include courts for basketball, volleyball, racquetball and handball, indoor and outdoor tennis courts, weight training equipment, and a swimming pool. There is a 200-meter jogging track in the Knapp center and an indoor track in Drake Fieldhouse. Through recreational memberships, these facilities also are made available to alumni and to family members of students, faculty and staff.

**THE WELLNESS COUNCIL  
OF IOWA IN FALL 2006  
AWARDED DRAKE ITS WELL  
WORKPLACE AWARD AS  
ONE OF THE TOP FIVE  
IOWA EMPLOYERS FOR  
EXCELLENCE IN WORKSITE  
HEALTH PROMOTION.**

#### 5C.4d: DRAKE WELLNESS PROGRAM

The [\*Drake University Wellness program\*](#), offered in cooperation with the Human Resources Department, was established in 1999. Through education, awareness and support the Wellness program focuses on providing faculty, staff and students with opportunities to improve their health and establish lifestyle patterns that will enhance well-being throughout their lives.

Wellness opportunities include employee health screenings, an annual health fair, cholesterol management and walking programs, exercise classes, fitness testing, and nutritional analysis. The Wellness staff sends regular messages about wellness issues and coordinates wellness checkups each year. Eighty-nine percent of employees and approximately 55% of students participate in the wellness program each year.

The [\*Wellness Council of Iowa\*](#) in fall 2006 awarded Drake its Well Workplace Award as one of the top five Iowa employers for excellence in worksite health promotion.

**CORE COMPONENT 5D:** Internal and external constituencies value the services Drake University provides.

Appreciation for the services and support that Drake University provides to the Des Moines community and to its many individual groups is expressed in many different ways. Several of those have been described in earlier portions of this chapter. Formal recognition comes through awards and testimony, but the most meaningful evidence undoubtedly is the support and involvement of the community in Drake-sponsored activities.

#### 5D.1: AWARDS AND TESTIMONY

Drake University is particularly proud of the recognition received in recent years from the NAACP for efforts to support community diversity and increase campus diversity. In fall 2005, the NAACP awarded Drake University the President's Award for Outstanding Community Service by a Community Organization. When NAACP president Linda Carter-Lewis presented the award, she acknowledged that Drake had made

*...tremendous progress and efforts to be a welcoming, inclusive, fair-minded University and neighbor to the Community in which you are located; for taking swift action when required, all in your effort to fulfill your mission to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments and responsible global citizenship.*

In October 2006, the Des Moines branch of the NAACP presented a plaque to Drake President David Maxwell and Athletic Director Sandy Hatfield Clubb in recognition of the University's naming the Drake Stadium field after Johnny Bright, the first black football player in the Missouri Valley. [\*After an incident in 1951 in which Bright was attacked during a game, Drake withdrew from the Missouri Valley Conference in protest over lack of sanctions.\*](#) The award signified the University's strong commitment to the achievement and advancement of African Americans.

In October of 2007, Drake University and Iowa State University students received the Governor's Volunteer Award for volunteer involvement in The 10,000 Hours Show of Central Iowa (10KCI). The award was presented by Gov. Chet Culver, who noted Drake's outstanding record of volunteerism:

*Volunteers are the glue that holds our communities together. They are servants of their fellow citizens, always there to lend a hand when it is needed . . . I am honored to present the Governor's Volunteer Award to these outstanding Iowans, and look forward to working with volunteers across our state as we set out to build One Iowa, with an unlimited future for everyone.*

In fall 2006, President David Maxwell received the Sport Friend of Hospitality Award from the Greater Des Moines Convention and Visitors Bureau for his work to bring regional and national athletic events to Drake and Des Moines. He earned the award specifically for his role in bringing to Drake and Des Moines the 2007 NCAA Midwest Regional Outdoor Track and Field Championships and the 2008 NCAA Track and Field Outdoor Championships. The national championships alone are expected to draw thousands of people to Des Moines and have an economic impact of \$25 million.

## 5D.2: COMMUNITY RESPONSE TO DRAKE ACTIVITIES

That the greater Des Moines community values what Drake offers them is evident in many ways, including the range of activities that have been discussed in preceding sections of this chapter. Support and participation of the community in the RaySociety, Drake Athletics, campus symposia and fine arts events have been described. Two additional examples, Friends of Drake Arts and the Bucksbaum Lectureship, provide evidence that Drake programs are valued.

### 5D.2a: FRIENDS OF DRAKE ARTS

The *Friends of Drake Arts* provides a clear example of the community valuing Drake University and seeking to assist our students and faculty in achieving our mission. The Friends of Drake Arts was founded in 1984. The purpose, as identified in the Charter, was to support Drake Fine Arts by increasing public awareness; stimulating internal growth and development by providing advice, direction and financial support; generating financial support; and encouraging interaction between the School of Fine Arts and the arts community of Des Moines.

More than 20 years later, this dedication to enhancement of an exceptional learning environment for Drake students continues. *Friends* generously supports the quality of Drake Fine Arts programs through yearly Faculty Development Awards and direct financial support to the Fine Arts departments. Awards support costs such as supplies needed for preparation for exhibits, funds to travel to recitals, purchase of supplies, support for cutting recordings, and support for purchase of special technology. Friends of Drake Arts directly influences the wealth of cultural expression found on campus by providing critical funding for a number of efforts, including Anderson *Gallery* exhibits by international artists, faculty members and students. They support performances by the Drake Opera, choirs and orchestra, the annual *Carbon* exhibition, and high quality theater production of both classic and new dramas and comedies.

## FACULTY AND STUDENTS OF DRAKE UNIVERSITY FINE ARTS PROGRAMS GENEROUSLY SHARE THEIR GIFTS WITH THE COMMUNITY.

Faculty and students of Drake University Fine Arts programs generously share their gifts with the community. By presenting more than 100 low cost or free performances and exhibits throughout the year, Drake provides an ongoing vital and active art experience available to everyone. The *Friends* enhances awareness as well as audience support for these performances by sponsoring interactive open houses, pre-theater dinners and audience talks, receptions at the Anderson Gallery, and special performances. A monthly electronic newsletter informs the community of outreach initiatives. Examples of regular events include the following:

- “Talk Abouts” invite Friends members and the community to enjoy a light dinner and discuss plays immediately before a performance, enhancing the experience for everyone.
- Special Evening events offer participants a unique evening featuring art, music and theatre developed around a specific historical period or cultural theme.
- The Drake Neighborhood Association and Friends of Drake Arts partner to host one of the largest *Jazz in July* concerts of the summer Des Moines series.

The Friends of Drake Arts engages several other community groups with Drake as well. The Friends’ school outreach program, funded by a Prairie Meadows transportation grant, brought 800 students from Des Moines Public High Schools to special art, music and theater performances and educational experiences. Retirement communities and senior citizens also are beneficiaries of Friends’ outreach. Last year local retirement communities heard live performances by music students studying voice. Friends also secured a Community Betterment Grant from the Polk County Board of Supervisors to allow for the transport of senior citizens to evening Drake Fine Arts events.

### 5D.2b: BUCKSBAUM DISTINGUISHED LECTURE SERIES

The *Martin Bucksbaum Distinguished Lecture Series* is another way that Drake gives back to the community in a way that clearly is valued. Since its inauguration in March 1997, the lectureship has brought 23 internationally known speakers to campus.

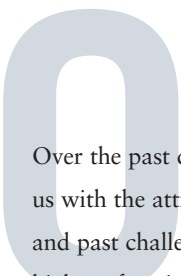
Response from the community to these lectures provides clear evidence of community appreciation. Attendance at the free, public lectures has grown from approximately 500 to over 4000 per lecture. Attendees at each lecture are invited to suggest future speakers to the Bucksbaum Committee; they may also submit their names if they wish to be notified of upcoming lectures. For each lecture, the Committee identifies audiences that may have special interest in the topic and invites them to events that afford opportunities for interaction.

**Bucksbaum Lecturers**

<b>1997</b>	Thomas Friedman	Ben Bradlee
<b>1998</b>	David McCullough	
<b>1999</b>	Doris Kearns Goodwin	Honorable Paul Simon
<b>2000</b>	Marian Wright Edelman	
<b>2001</b>	Martin Marty & Archbishop Weakland	Bill Moyers with Martin Marty & James Autry
<b>2002</b>	Ken Burns	Earvin “Magic” Johnson
<b>2003</b>	Michael Beschloss	Wynton Marsalis
<b>2004</b>	Salman Rushdie	Sarah Jones
<b>2005</b>	Tim Russert	Dr. Jane Goodall
<b>2006</b>	David Chipperfield	Ben Cohen & Jerry Greenfield
<b>2007</b>	Bob Costas	Nicholas Kristof

# CHALLENGES AND OPPORTUNITIES





Over the past decade, Drake University has aggressively engaged the challenges confronting us with the attitude that they also represented opportunities. Much has been accomplished and past challenges have been turned into achievements. We do believe Drake has become a high performing organization that is mission-driven as it prepares for the future.

We intend to confront the future in the same way; challenges will be turned into opportunities. The following discussion identifies some challenges we see and also gives a brief description of ways we have begun to, or might, address them.

#### MISSION AND INTEGRITY: CHALLENGES AND OPPORTUNITIES

Drake University recognizes that we face a number of challenges as we strive to improve the effectiveness of our structures and processes to ensure fulfillment our mission. These challenges, however, also present opportunities for the University to aggressively and creatively move forward. Following is a sample of the challenges and the opportunities they present.

1. It is a challenge to ensure that understanding of the Mission remains pervasive among all campus constituencies. We must help students see the mission as a blueprint for their education and understand that their success in developing as responsible global citizens will result from their whole experience: academic and co-curricular. In addition, new faculty and staff members must also become aware of the mission and be provided with training in the best practices to achieve mission-based outcomes.

This challenge also presents an opportunity to examine and redesign several University practices. For example:

- We must better plan how to combine coursework, cocurricular learning, and student life and residence hall programming to help students achieve engaged global citizenship.
- It is important that Drake's commitment to *responsible global citizenship* and *integration of liberal arts and sciences with professional preparation* be emphasized in Admissions materials and programs and on the Web site.

- Drake's colleges, schools and cocurricular units might be encouraged to develop statements placing their programs more explicitly in the context of these goals.
- Finally, we need to assess faculty and staff orientation and development activities to ensure that they prepare Drake employees to support these goals.

2. Nationally there has been much discussion about the decline of faculty governance. Drake University has a long history of participatory and effective faculty governance. We are not immune, however, from the national trend. The Drake Faculty Senate has substantial authority over curriculum, faculty evaluation and planning, but a changing generation of faculty who devote more time to research, active learning and their families seems less committed to institutional citizenship. The challenge in the future is to maintain the vigor of Drake's tradition of faculty governance.

To address this challenge we might:

- enhance the discussion of faculty governance in new faculty orientation sessions;
- consider establishing a faculty governance award similar to those for teaching and mentoring;
- The President and Provost should consider additional ways to acknowledge and reward the contributions of those who contribute to the governance system.

3. Compliance with the increasing number of federal, state and local laws and regulations that apply to colleges and universities will continue to pose challenges. In the past, courts often exempted institutions of higher education from the rules that apply to businesses and other organizations. That is no longer the case. New measures are proliferating. The EPA, for example, has a special initiative to ensure that colleges and universities comply with hazardous waste regulations. Homeland Security is requiring that colleges and universities report inventories of chemicals terrorists might use and have security measures in place.

While compliance measures can be burdensome, they also present an opportunity to carefully examine the safety of the campus environment for our students, faculty and staff. Drake has already hired a full-time environmental safety specialist and we must make sure that person has the support of the administration to implement appropriate safety measures, present training and secure cooperation of faculty, staff and students. We must be alert to the possibility that additional operating budget support may be necessary to achieve full compliance.

4. Strengthening the alignment of the Drake Curriculum with the *Mission Explication* will require significant attention over the next few years. Since the Drake Curriculum was adopted before the *Mission Statement* was revised, it is to be expected that the fit is not perfect. Remedying this situation needs to be a top priority.



As discussed in this report the Drake Curriculum revision passed in 2006 has already resulted in the critical thinking, engaged citizenship, and senior capstones Areas of Inquiry (AOI) being revised to meet the mission-based outcomes. Conversations have begun with instructors of other AOIs and suggestions forwarded to the Planning Council about how to achieve greater focus with the general education program. Continuing support and encouragement must be provided for the efforts of the Drake Curriculum Analysis and Policy Committee, the University Curriculum Committee, and the work of the Associate Provost for Curriculum, Faculty Development and Assessment.

5. Increasing campus awareness of and adherence to the values articulated in the *Statement of Principles*, particularly those that address issues of civil discourse and respect for difference and disagreement will provide a challenging opportunity. The uncivil state of public discourse in American society requires an appropriate response from colleges and universities. Drake University has an opportunity to become a model for effective dialogue on critical issues for Iowa and for our students.

The *Statement of Principles* provides a ready context for campus leaders to emphasize the core values for civil discourse and respect for differences. The President and Provost need to increase the frequency of references to the *Statement*. In addition, we need to consider how to more prominently feature the *Statement* at critical events such as New Student Orientation, Welcome Weekend, and orientations for new faculty and staff members. Giving greater prominence to the *Statement* on the website also needs to be explored. As we prepare students for *engaged citizenship* we can ask them to read and utilize effective models of civic dialogue.

6. Increasing the diversity of the campus community, both in respect to composition of population and in respect to deeper educational experiences of diversity, is a continuing challenge. Some progress has been made in recent years but much remains to be accomplished.

Opportunities exist to effectively meet this challenge. As senior faculty members retire, the Provost must emphasize the need to redefine positions. Current practices designed to diversify search pools must be continued. The Admission Office must strengthen relationships with high schools with diverse populations and recruitment of international students must be enhanced. In addition, the current Engaged Citizen initiative has created new courses on Native American, African-American, and Asian politics. As we review Drake Curriculum AOIs, such as the Multicultural and International Experience area, we must strengthen the courses and experiences that reflect diversity. Review of the relevant areas has been proposed for the next strategic plan.

**PREPARING FOR THE FUTURE: CHALLENGES AND OPPORTUNITIES**

Preparation for the future requires effective planning that is a mix of vision and realism with goals directly tied to the allocation of resources. It also requires a nimble organization that can respond to challenges and opportunities while maintaining a focus on core values and its mission.

1. An unexpected challenge has developed with respect to enrollment. Through 2006, enrollment planning proceeded with recognition of demographic projections that there would be fewer high school graduates in Drake University's geographic recruitment area. We have assumed that to enroll the desired number of first-year students, we needed to effectively address that challenge. Fall 2007 posed a surprise; even after cutting off all first-year student enrollment on May 1, almost 100 more students enrolled than was considered optimal. Preparation to serve the additional students presented a significant challenge and we responded following the principle that it was important to deliver the educational experience that had been promised. While preliminary evidence suggests that we were successful, we cannot accommodate 100 students above the fall 2008 enrollment target. Bringing greater predictability to enrollment planning is the challenge.

This situation presents an opportunity. Analysis of available data suggests that there have been some changes in how talented students view the University; that in fact we are now more often competing with other private schools for the best students rather than with public universities. The introduction of a new academic program in the Health Sciences contributed to the unexpected increase in the number of first-year students. While additional analysis of fall 2008 admissions will be needed, the early indicators suggest that the same factors remain salient. If this trend holds it affords us the opportunity to reduce the discount rate and look more carefully at our admission practices. Reducing the discount rate will contribute to the long-term financial health of the University.

2. Drake will be challenged to continue disciplined planning. In difficult times, it is easier to stay focused on the mission and core priorities because of budget constraints. As the financial situation improves, it is tempting to move away from mission-driven, strategic planning and budgeting. Economic good times create an atmosphere that encourages units to advance proposals for program development and expansion of personnel.

The new Three-year Planning Cycle provides an opportunity to meet this challenge by maintaining the focus on the University's central mission. The president and the vice presidents must collaborate with the Senior Advisory Council to exercise effective oversight. Connecting budgeting to the strategic plan is the responsibility of the entire President's Cabinet as well as the Faculty Senate Budget Committee.

3. Societal and economic trends will continue to present unforeseeable challenges. Planning effectively for them will require persistent attention to emerging trends and opportunities. Sustaining the practice of environmental scanning is the challenge.

Part of that challenge is met by maintaining a vigorous system of regular external reviews of academic and administrative units as powerful self-reflective and rethinking exercises. The challenge is to not allow these reviews to become perfunctory, but to make the exercise truly regenerative.

Adhering to the requirements of the new three-year planning cycle is another important step in meeting this challenge. In addition, the President and vice presidents must maintain campus awareness of significant trends in the environment that affect higher education. The Provost's *Announcements*, for example, can be an important vehicle for meeting this challenge but additional venues of communication must be enhanced as well.

4. Rapid technological change will continue both to affect the learning styles of our students and expand our capabilities for delivering knowledge. One challenge is to maintain expertise and planning that ensure the availability of technological tools necessary to effective pedagogy. A related challenge is to prepare faculty and staff members to effectively use those tools.

One opportunity to meet this challenge is provided by the Student Technology Fee. We need to continue to use the fee to support faculty drawing upon technology in the instructional process. Through the Institute for Creative Teaching and Learning, the creation of which appears to be emerging from the current planning process, we must find release time for faculty members to explore how to enhance learning through the use of technology.

5. Drake University needs to move beyond student tuition/fees as the primary revenue budget driver. Net tuition and fees represent 60 percent of Drake's operating budget. When room and board charges are added, total student tuition/fees provide 70 percent of all operating revenues. The challenge is to significantly increase our endowment in order to become less tuition dependent.

The opportunity to address this challenge is found in the capital campaign that has just been launched. A major goal of that effort is to increase the endowment. Those involved in soliciting gifts during the campaign will need to keep endowment as the major focus.

6. Significant progress has been made toward achieving faculty and staff compensation goals. We are, however, not satisfied that progress has been sufficient. The challenge is to find a way to meet our goals so we are able to hire and retain the high quality faculty and staff members critical to strengthening the learning environment.

There are several opportunities to address this challenge. First, the new Faculty and Staff Compensation Committee is responsible for reviewing salary studies and offering recommendations to the President's Cabinet. Second, improvement in the financial condition of the University in recent years affords an opportunity to be more aggressive with respect to compensation.

7. The unpredictability of benefit costs continues to pose a challenge. The University must continue to monitor costs while planning effectively to address the needs of its employees.

One way to address this challenge is for the University administration to continue to work with the Faculty Senate Benefits Committee to assess current benefits as well as look for new creative opportunities. This collaboration of faculty, staff and administration should result in awareness of the issues and full discussion of how to achieve an acceptable goal. In addition, enhancement of the current Wellness Program may be one way to contain costs.

#### STUDENT LEARNING AND EFFECTIVE TEACHING: CHALLENGES AND OPPORTUNITIES

Drake University has provided evidence of student learning and effective teaching. We have clearly identified learning outcomes for the University and individual programs, encouraged collaboration across college lines and with Student Life and the larger community to achieve those goals. At the same time, we face a number of challenges in the quest to more fully achieve the goals identified in the *Mission Explication*.

1. One challenge is to strengthen efforts to provide more direct, proactive support of excellence in teaching. As was discussed in the Criterion 3 chapter, a variety of efforts are underway but these need to be better coordinated. The most pressing challenge is accommodating faculty workload to allow time for development of, and experimentation with, teaching skills and approaches.

The most salient opportunity to address this challenge is creation of the Institute for Creative Learning and Teaching. The Institute is one of the proposals before the Planning Council and is emerging as a high priority among the capital campaign projects. Creating the Institute is likely to be a priority in the next strategic plan.

2. Improvement of student writing skills poses a unique challenge. This challenge emerges from NSSE data indicating that fewer than half of Drake students believe that their persuasive writing is stronger than when they matriculated, and only 34% of seniors report preparing two or more drafts of a paper; well below the 49% at peer institutions.

The opportunity to address this challenge may reside in establishing a Center for Effective Writing and Communication within the Institute for Creative Learning and Teaching. Such

a Center has been proposed in the Planning Council. At the same time, we must hold workshops to assist faculty members to design effective writing assignments. The Associate Provost for Curriculum, Faculty Development, and Assessment has initiated discussions of writing outcomes and best practices to achieve the outcomes with instructors of Written Communication courses. He also will facilitate evaluation of the effectiveness of writing in First Year Seminars.

3. The challenge of strengthening and expanding the Drake digital environment is an important one. How can the University enhance support for Drake faculty to develop and support curriculum-based “virtual” electronic resources?

One way to meet this challenge is to set aside a portion of the technology fee dollars to support faculty development of curriculum-related virtual activities. In addition, establishing the Institute for Creative Learning and Teaching can provide both support and encouragement for the enhancement of learning through the use of technology.

4. Implementation and assessment of planned Drake Curriculum revisions and those that will emerge from the Academy for the Assessment of Student Learning project pose challenges. These include further developing and institutionalizing the new Engaged Citizen Experience and incorporating mission-based learning outcomes into our senior capstones. Beyond revision of individual categories, however, development and implementation of a comprehensive plan for assessing student learning outcomes and using the data to review the Drake Curriculum is needed. This must include direct evidence of student learning.

The Drake Curriculum Analysis and Planning Committee has been given a clear charge to develop a long-term plan using multiple measures for the assessment of the mission-based learning outcomes. The opportunity to address this challenge relies heavily on persistence in efforts that are underway. Participation in the Assessment Academy and CIC/CLA consortium provides a significant opportunity to focus and follow through on those efforts. In addition to the design aspects, providing operating budget resources is necessary.

5. The mandates associated with the Higher Education Reauthorization Act are likely to require reporting of additional data related to assessment, tuition increases, administration of financial aid and much more. Developing the structures and resources to support data reporting is a challenge.

The creation of key University committees and administrative positions is a positive step in this direction. The Associate Director of Institutional Research already is doing much of this work. It is important to monitor the demands on this position.

This challenge also provides Drake University with the opportunity to enhance what is already under way. We have adopted a policy emphasizing transparency. The Drake University Databook is available on a publicly accessible web site. This policy is manifested in our participation in the *USA Today* publication of NSSE results and the National Association of Independent Colleges and Universities College Accountability Network. We intend to seize new opportunities as they arise rather than waiting for mandates.

6. It will be a challenge to expand achievement of our Mission goal of responsible global citizenship and our commitment to internationalize the Drake experience on-campus and to provide greater opportunities for experiential learning and study abroad off-campus. International efforts are expensive and present a challenge for the structure of some academic programs.

Participation in the *American Council on Education's International Collaboration Initiative* provides the opportunity to learn from the efforts of other institutions. The coming capital campaign is likely to have support for international efforts as a major goal. Securing gifts to support these activities may be possible. In addition, the university must review and revise internal structures, such as the calendar, that provide obstacles for student study away.

7. Student satisfaction with our advising system is not at the desired level. The challenge is to identify the reasons for student dissatisfaction as well as find a way to implement an effective advising system that is not burdensome to faculty.

Conducting research to determine why the level of student satisfaction with advising is lower than desirable can lead to an action plan based on data. Some efforts to gather data and a pilot advising program already have been initiated. Using the data gathered and the results of the pilot project may offer a significant opportunity to address the advising challenge.

#### ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE: CHALLENGES AND OPPORTUNITIES

The chapter discussing how Drake University meets the requirements encompassed by Criterion 4: Acquisition, Discovery and Application of Knowledge amply illustrates our commitment to a life of learning. While we are proud of the supports provided, it is also true that there are challenges associated with that commitment. This section describes those challenges as well as the opportunities they present.

1. As is well documented in the literature, plagiarism is a challenge confronting all institutions of higher education. The challenge for Drake University is to sustain and enhance current efforts to address academic dishonesty among both faculty and students. One of the core issues with both students and faculty is understanding of and adherence to copyright laws.

Drake University has responded by revising academic integrity statements, developing honor codes in several colleges and schools, including statements on most course syllabi, discussions in classes by individual professors, and workshops on copyright laws for faculty

members. We need to enhance our vigilance by reviewing college and school honor codes; considering how to more effectively incorporate issues of academic integrity into both introductory and advanced courses; increasing attention to copyright laws in new faculty orientation sessions; and preparing special sessions for each college and school faculty.

2. One topic recently receiving much attention in higher education, especially as many senior faculty members approach retirement, is developing a new generation of leaders. Drake University faces the same challenge.

There are two opportunities the University must seize. First, leadership development must become a more explicit aspect of current faculty and staff development programs. Support for attendance at off-campus leadership development seminars can be provided from the current faculty and staff development allocations. In addition, leadership development can become a more prominent feature of both faculty and staff on-campus development programming.

Second, the current planning process presents an opportunity to more creatively address this challenge. The Planning Council “People” Subcommittee has suggested the University develop a comprehensive leadership development program for faculty and staff members. Before developing action steps, however, we must determine what programming faculty and staff members desire and identify models for development. The data collected can then be used to design endeavors that have a higher probability of success.

3. Federal regulations affecting research activities continue to expand. The challenge for Drake University and other institutions of higher education is to comply with these dictates.

Reorganization of the Provost’s office planned for spring semester of 2008 will afford the opportunity to address compliance issues associated with human subjects and animal research. The University IRB, for example, needs to be strengthened, probably supported by a partial staff position in the Provost’s Office.

4. Drake University faces a challenge faced by all schools that are shifting to a faculty model emphasizing active and collaborative learning. The undergraduate research movement is part of this trend. Since expectations for research and service have not diminished, the pedagogical shift has resulted in an increase in faculty workload. The challenge is to redesign the faculty role to take account of the stresses accompanying active and collaborative learning.
5. A closely related challenge is the United States higher education system in which seat time is equated with learning and also serves as the basis for revenue (tuition charges). Awarding academic credit based on the amount of time spent per semester in a classroom needs to be reconciled with the emphasis on learning outcomes. The challenge is to design flexible teaching and learning methods that fit with new learning modalities; whether that means radically redesigned classroom experiences for active learning or more reliance on electronic learning module and experiential learning, and a reduction of in-class time.

Challenges 4 and 5 are among the most difficult to tackle in higher education. They afford, however, an opportunity that should be grasped. Effective responses will require the following:

- Participation in the national dialogue: This means attendance at national and regional forums that focus on these issues.
- Seeking data that shed light on the specific ways that faculty members use their time.
- Gathering data from Drake University faculty members to better understand the issues.
- Using our own classrooms as laboratories for the scholarship of teaching and learning in order to contribute to the national conversation on best learning practices.
- Asking the Drake University faculty to consider revision of some factors under their control. This includes the academic calendar, promotion and tenure criteria, examination of credits required for graduation, looking at the seat time standard and other curriculum related matters.
- An exploration of how technology might aid in addressing these challenges.
- Careful attention to the national discussion about flexible appointments, including altering some long-standing rules about time requirements for tenure consideration.

#### ENGAGEMENT AND SERVICE: CHALLENGES AND OPPORTUNITIES

The chapter discussing the University's activities with respect to Criterion 5 shows how Drake attempts to fulfill that special role required of institutions of higher education in a democratic society. We are firmly committed to serving the common good by advancing the quality of higher learning. In our endeavor to meet that responsibility, the University encounters the following challenges.

1. Hosting on campus community groups and events that encourage productive interactions between Drake University and a variety of organizations in central Iowa has many benefits. The challenge is to accommodate requests from community groups while protecting the core mission of the University. Drake has limited facilities available to accommodate external requests. In addition, support for activities of external groups is limited by University-related obligations and affects faculty and staff workloads. A related challenge is that some organizations expect the University to pick up the costs of activities and events.

While it may not be possible to resolve this challenge to the satisfaction of all involved parties, a recent change establishing key points of contact for groups requesting facilities access has helped. *The Strategic Enrollment and Revenue Plan* suggested establishing a central planning and events position to better coordinate such requests. It may be time to incorporate it into the operating budget. Drake also must more consistently define the parameters of available services at the beginning of any relationship.

2. The Des Moines community and central Iowa region present abundant opportunities for meaningful experiential learning. Allocating faculty time to arrange and supervise engagement and service-learning experiences and to nurture community connections poses a significant challenge.



While the University has some mechanisms in place to provide assistance in locating internships, service learning requires greater attention to the connection between formal instruction and the field experience. How can the time be found for faculty members to do that? The opportunity to address this challenge includes redefinition of faculty workload, as discussed earlier, and enhanced support from the proposed Institute for Creative Learning and Teaching.

3. Members of the Des Moines community frequently express the perception that faculty and staff members are not sufficiently involved locally. The data do not support that claim. The challenge is to bring greater visibility to the contributions Drake University faculty and staff make to the Des Moines community.

The opportunity to address this erroneous perception comes through featuring engagement and service more prominently in Drake communications. This includes publications as well as the Web site. In addition, the Drake television and radio stations need to more prominently feature these activities.

4. The central Iowa community is changing. We must continue to monitor changes in the metropolitan area, the City of Des Moines, and especially the Drake neighborhood identifying emerging needs and opportunities. The challenge for Drake is to determine the University's appropriate response.

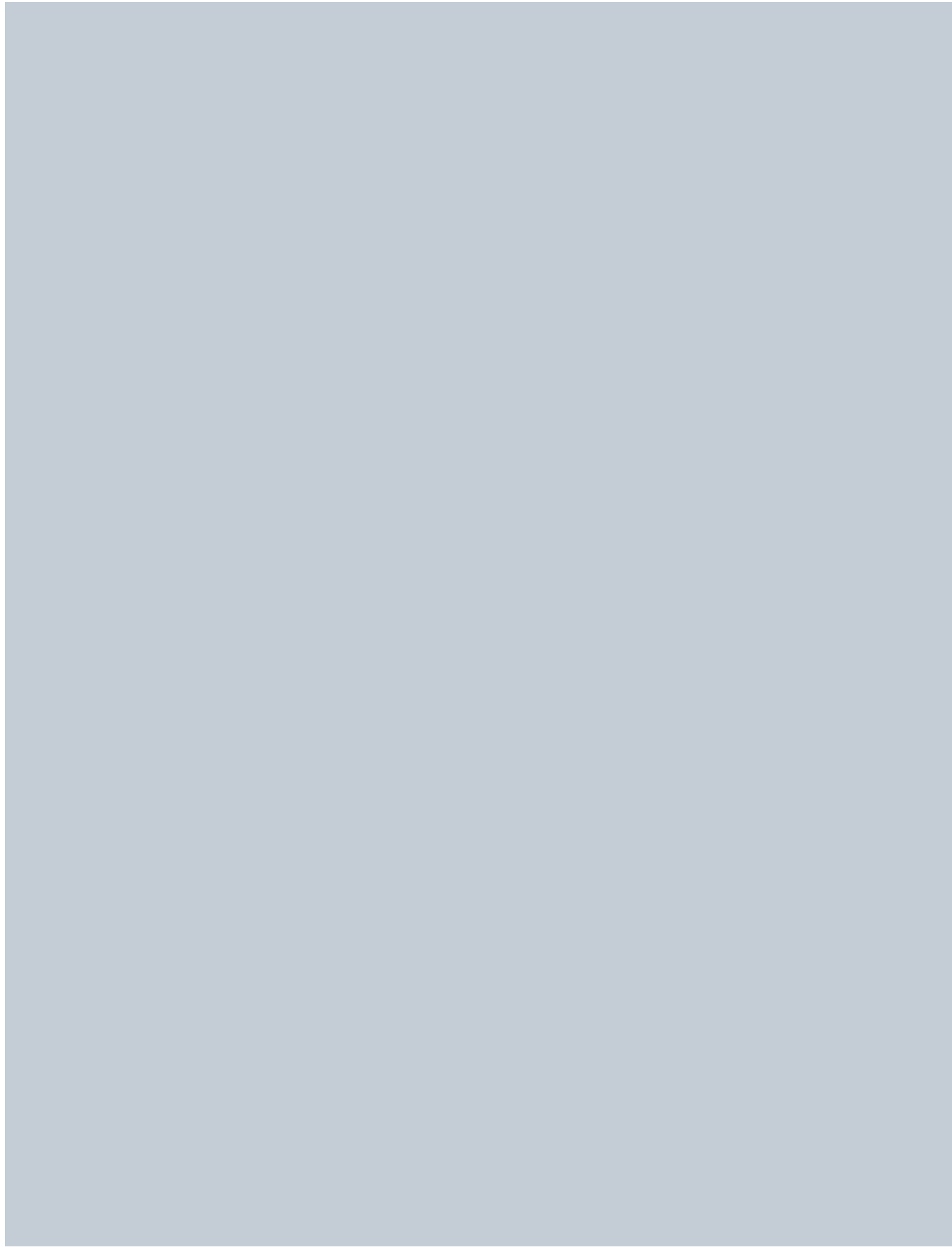
Participation of University personnel in the Drake Neighborhood Association and President Maxwell's membership on the Board of the Greater Des Moines Partnership provide significant opportunities to keep abreast of community developments. Responses will be shaped by objectives in the new strategic plan. The Planning Council "Subcommittee on the Public Role of the University" has offered four objectives to guide the University's responses. It is likely those objectives will be modified as the planning process proceeds but it will be the responsibility of the Senior Advisory Council to ensure that there are follow-up action steps.

5. As a University that is developing a culture of evidence, we must also develop ways to assess the impact of Drake's involvement in the community. Decisions regarding the use of resources for engagement in community actions and activities must be data driven. The challenge is to develop and gather needed evidence and use it for decisions.

The existence of the Office of Institutional Research presents the opportunity to effectively address this challenge. Institutional Research personnel need to work with those involved in community activities to develop effective assessment measures.

#### CONCLUSION

Drake has taken tremendous strides in the last decade to become fiscally responsible, to improve facilities and enhance the learning environment, to make connections with the community and, especially, to make our mission statement into a living document that guides innovation in learning and teaching. This chapter has attempted to identify some of the challenges the University must confront in the future. How do we use these challenges to fulfill our mission? How do we realize our vision? Creatively engage the opportunities represented by these challenges? We are actively addressing these questions and are confident that we can successfully engage these challenges as we have others in the past.



# APPENDICES



## APPENDIX 1: COMPLIANCE PROCEDURES

### 1. CREDITS, PROGRAM LENGTH AND TUITION

#### 1A: CREDITS

The established standard for measure of academic work at Drake University is the semester credit hour. A semester credit hour is normally defined as the equivalent of one 50-minute class period per semester week. The [\*Drake University Undergraduate Catalog\*](#) states:

*The credit hour or semester hour, terms used interchangeably in this catalog, is the unit of instruction. A minimum of one hour of recitation or lecture work per week for a semester (or its equivalent) constitutes one hour of credit. A minimum of two hours of laboratory work per week for a semester (or its equivalent) also constitutes one hour of credit. A semester is usually 16 weeks in length. Each year, Drake offers two semesters and a summer term.*

The undergraduate and graduate academic calendars are approved by the Drake University Faculty Senate and consist of 16-week fall and spring semesters including final examinations. Drake University Law School establishes an academic calendar that complies with American Bar Association guidelines. The law calendar begins and ends in close alignment with the undergraduate/graduate calendar.

Courses offered in the Drake University summer session are equivalent in both content and credit to those offered during the fall and spring semesters. Summer session typically begins the Monday following the close of the spring semester and ends the week prior to the fall semester. All grades are assigned on a semester credit hour basis and may be applied toward any appropriate degree or certificate program offered by Drake University.

#### 1B. PROGRAM LENGTH

Program length varies by degree. All are consistent with standards for comparable programs across the country. The Drake University bachelor degree requires a minimum of 124 earned

credit hours. Program specifics are available in the Drake University [Undergraduate](#) Catalog. Graduate and professional degree programs have differing earned credit hour and program length requirements based upon degree program standards. Program specifics are available in the Drake University [Graduate](#) Catalogs.

Permanent official academic records for all undergraduate, graduate and professional students are maintained by the Office of Student Records and Academic Information. The student record includes term and cumulative grade history, majors, minors and degrees conferred. Students may view this information via *blueView*, Drake University's self-service web portal.

### 1C: TUITION AND PROGRAM COSTS

Drake University tuition does not vary for undergraduate programs. Programs for graduate and professional study do utilize different rates for tuition. Tuition charges are determined by a variety of factors including instructional costs, market considerations and the earnings potential for graduates of the various programs.

**Compliance Table 1: Drake University Five-Year Tuition and Fees**

	2002 – 03 Rates	2003 – 04 Rates	2004 – 05 Rates	2005 – 06 Rates	2006 – 07 Rates
<b>Tuition</b>					
Full-time (Per Year)					
Undergraduate*	\$18,190	\$19,100	\$20,200	\$21,100	\$22,270
Mandatory Fees	\$ 320	\$ 320	\$ 350	\$ 362	\$ 412
<b><u>Total UG Tuition and Mandatory Fees</u></b>	<b><u>\$18,510</u></b>	<b><u>\$19,420</u></b>	<b><u>\$20,550</u></b>	<b><u>\$21,462</u></b>	<b><u>\$22,682</u></b>
<b>Room and Board</b>					
<i>Fall and Spring (Per Year)</i>					
Board, Average Plan	\$ 2,840	\$ 2,940	\$ 3,050	\$ 3,170	\$ 3,310
Room-Double	\$ 2,650	\$ 2,760	\$ 2,870	\$ 3,000	\$ 3,190
<b><u>Total Room and Board</u></b>	<b><u>\$ 5,490</u></b>	<b><u>\$ 5,700</u></b>	<b><u>\$ 5,920</u></b>	<b><u>\$ 6,170</u></b>	<b><u>\$ 6,500</u></b>
<b><u>Total UG Tuition, Room and Board</u></b>	<b><u>\$24,000</u></b>	<b><u>\$25,120</u></b>	<b><u>\$26,470</u></b>	<b><u>\$27,632</u></b>	<b><u>\$29,182</u></b>

Additional fees are charged to cover costs for laboratory courses, private lessons, copy fees, supplies and subscriptions. Room, board and technology fees are the same for all students. All tuition and fees for 2007-08 are available on the [Student Accounts Web Page](#).

Compliance Table 2 provides a comparison of undergraduate comprehensive fees (tuition, fees, room and board) for the most recent academic year between the University and public (based upon in state tuition) and private institutions with which the University directly

competes for students in descending order by the number of cross application. The University's fees include computer access.

### **Compliance Table 2: Comparison of Tuition and Fees—Institutions Directly Competing with Drake University**

State	Competing Institutions	2006 – 07
		In-State Tuition, Fees, Room and Board
Iowa	Drake University*	\$22,682
Iowa	University of Iowa	\$13,047
Nebraska	Creighton University	\$25,126
Indiana	Butler University	\$25,414
Wisconsin	Marquette University	\$25,074
Wisconsin	University of Wisconsin (Madison)	\$14,400
Minnesota	University of Minnesota (Twin Cities)	\$16,234
Illinois	Loyola University of Chicago	\$22,789
Illinois	University of Illinois (Champaign Urbana)	\$17,682
Missouri	Truman State University	\$11,760
Iowa	Iowa State University	\$12,505
Indiana	Purdue University	\$14,236
Illinois	Bradley University	\$20,078

\*Fees are included in cost.

In addition to the institutions that directly compete for students, the University considers the Midwest universities listed in the following table to be peer institutions:

### **Compliance Table 3: Comparison of Tuition and Fees for Peer Institutions**

State	Peer Institution	2006 – 07
		Total Tuition, Fees, Room and Board
Ohio	John Carroll University	\$25,072
Ohio	Xavier University	\$23,880
Minnesota	University of St. Thomas	\$24,808
Minnesota	Hamline University	\$25,040
Indiana	University of Evansville	\$22,980
Ohio	University of Dayton	\$23,970
Indiana	Valparaiso University	\$24,000

**2. INSTITUTIONAL COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZATION ACT****2A: TITLE IV**

Copies of documents relevant to Title IV compliance reside in the Office of Student Financial Planning and in the Office of the Controller. The United States Department of Education Federal Student Aid Program Participation Agreement (PPA), the Eligibility and Certification of Renewal (ECAR), the Fiscal Operations Report and Application to Participate (FISAP), and the official default rate notifications are available in the Office of Student Financial Planning. Drake's current Program Participation Agreement expires on March 13, 2013. Drake University's Official Cohort Default Rates for the past six years are summarized in Compliance Table 4.

**Compliance Table 4: Drake University Fiscal Year Federal Cohort Default Rate (CDR) FY00 to FY05**

	Official cohort default rate	Number of borrowers entering repayment	Number of borrowers entering repayment and defaulted
<b>FY2005</b>	1.0%	1,255	13
<b>FY2004</b>	1.6%	988	16
<b>FY2003</b>	1.8%	1,004	19
<b>FY2002</b>	1.8%	964	18
<b>FY2001</b>	2.6%	853	23
<b>FY2000</b>	3.0%	979	30

Drake University submits Federal Perkins Loan default rates through the FISAP. Federal Perkins Loan collections are managed by the Director of Student Accounts Services in coordination with an outside vendor Educational Computer Systems, Inc. (ECSI).

**Compliance Table 5: Federal Perkins Default Rates for Borrowers Who Entered Repayment in the Specified Award Year as reported on the FISAP.**

	Official cohort default rate	Number of borrowers entering repayment	Number of borrowers entering repayment and defaulted
<b>2005 – 2006</b>	3.18%	314	10
<b>2004 – 2005</b>	5.09%	334	17
<b>2003 – 2004</b>	6.04%	331	20
<b>2002 – 2003</b>	6.54%	367	24
<b>2001 – 2002</b>	7.98%	326	26
<b>2000 – 2001</b>	6.72%	387	26



**Compliance Table 6: Federal Health Professional Loan Default Rates for Borrowers Who Entered Repayment in the Specified Award Year as reported on the AOR**

	Official Default Rate
2005 – 2006	1.04%
2004 – 2005	1.03%
2003 – 2004	0.69%
2002 – 2003	0.56%
2001 – 2002	0.67%
2000 – 2001	0.58%

Copies of the Annual A-133 audits, including documentation of any action upon findings, are available in the Office of the Controller. As disclosed in the May 31, 2003 and 2002 audit reports, Drake reported findings regarding timely return of some Title IV funds. Upon discovery and in coordination with our external audit firm, we were proactive in reporting to the U.S. Department of Education. As a result, Drake was required by the DOE to submit an irrevocable letter of credit in June of 2003. The letter of credit was allowed to expire in October 2006 and no further action was required. Also upon discovery, Drake took immediate action to review procedures and implement additional controls to ensure timely refunding. Drake has had no occurrences or findings since May 2003. Full disclosure of the findings, audit firm recommendations and Drake responses can be found in the A-133 audits referenced above. Drake has not had any limitation, suspension or termination actions or audits by the Inspector General or federal program reviews since the previous accreditation review.

All documents will be available in the Resource Room.

## **2B. Crime Reports**

Drake University is proactive in one of its most important goals, ensuring the safety and security of our students and campus community. Drake Campus Security strives to provide a safe and secure environment for students, faculty, staff and campus visitors. Drake Security encompasses a community friendly approach that enhances safety through the visibility of security personnel, preventive patrols, 24-hour accessibility, positive conflict resolution, and crime prevention and awareness programs. Drake Security collaborates with local law enforcement and community organizations.

Campus crime statistics are compiled in accordance with the Clery Act, 20 USC 1092(f). Drake's three-year crime analysis is posted and publicly accessible on the [Campus Security and Parking](#) Web site and is included in the Campus Security brochure "Working to Keep You Safe" that may be downloaded from the Web site or requested from the Campus Security and Parking office (515-271-2222).

**3. FEDERAL COMPLIANCE VISITS TO OFF-CAMPUS LOCATIONS**

Drake University's current Higher Learning Commission Record of Status and Scope stipulates that no prior Commission approval is required for offering existing degree programs at new sites within the state and within the United States.

**4. ADVERTISING AND RECRUITMENT MATERIALS**

Recruitment materials including the *Undergraduate Viewbook*, *International Viewbook* and *Transfer Viewbook Supplement* reference Drake's affiliation with the Higher Learning Commission as follows: Drake University is accredited by the Higher Learning Commission and a member of the North Central Association, 312-263-0456, <<http://www.ncabl.org>>. The Commission is cited the same way on any Web sites and other publications referencing the Higher Learning Commission accreditation.

**5. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS**

Until recently Drake University had a totally decentralized procedure for receiving and responding to student complaints. In 2006, an all-University Student Complaint Policy and procedure was developed and implemented.

Drake University now requires that every administrative academic unit have a clear and available policy and procedure for reporting complaints and concerns. The University [Student Complaint and Appeal Resources and Procedures Web site](#) provides information about policies and procedures for making complaints, links to forms for submitting complaints and links to complaint procedures for all academic and nonacademic units at Drake University. In addition, every unit lists procedures and contacts on their Web site.

A summary of complaint information will be available in the Resource Room.

## APPENDIX 2: DRAKE UNIVERSITY MISSION DOCUMENTS

### Drake University Mission Documents

#### 1. Drake University Mission Statements

#### 2. Mission Explication

#### 3. Statement of Principles

### Mission Documents 1: Drake University Mission Statements

#### 1A. DRAKE UNIVERSITY MISSION STATEMENT AND VISION STATEMENT

##### Mission Statement

Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The Drake experience is distinguished by collaborative learning among students, faculty, and staff, and by the integration of the liberal arts and sciences with professional preparation.

##### Vision Statement

Drake University will enhance its position as a premier comprehensive university in the Midwest and as a national leader in higher education for learning, faculty roles, and public service.

Passed by the Board of Trustees: June 2002

Passed by the Faculty Senate: September 2002

#### 1B. CURRICULAR UNIT MISSION STATEMENTS

##### College of Arts and Sciences

**Mission:** Within the broader mission of the university, the College of Arts and Sciences is a community of life-long learners engaged in the creative use of knowledge, culture, and reflection to meet the challenges of the 21st century.

##### College of Business and Public Administration Mission and Vision

**Vision:** To be a provider of choice for professional management education in the Midwest.

**Mission:** To educate effective business and professional leaders by bringing the world into the classroom and taking the classroom into the world.

##### School of Education Mission and Vision

**Vision:** The School of Education is a learning community providing quality preparation, licensure, and continuing education for teachers, trainers, counselors, school administrators, and educational leaders. Our learning community includes our internal members and active stakeholders from PK – 12 school systems and other learning organizations. We seek to be leaders in teaching, service, and scholarship and to establish collaborative partnerships.

**Mission (What We Want to be in 2005)**

The Drake University School of Education is a premier professional education provider recognized for its undergraduate and graduate degree programs and certifications, continuing professional education, and community outreach.

**School of Journalism and Mass Communication**

**Vision:** The mission is to develop communications professionals who are prepared to meet their responsibilities to a global society.

**Mission:** The School of Journalism and Mass Communication (SJMC) seeks to prepare students for careers in the print, digital and electronic media, magazines, public relations, advertising, and related careers in government and industry. We want our graduates to be competent, sensitive, ethical, and highly motivated, and to understand the critical role of the First Amendment to robust communication in a global society.

The School's vision is reflected in its blend of practical professional training, a strong liberal arts education, and a learning environment that encourages intellectual inquiry and critical analysis. SJMC prepares our students to excel in their first job, to become leaders in the field and to be contributors to society.

**Law School**

**Mission:** Drake Law School prepares outstanding lawyers who will promote justice, serve as leaders in their communities and the legal profession, and respond to the call of public service. We are a welcoming and inclusive community distinguished by an accessible faculty and staff and a collegial student body. We provide an exceptional learning environment that integrates legal theory and the development of professional skills; promotes critical thinking and effective problem solving; examines international perspectives; and instills the ideals of ethics and professionalism.

**College of Pharmacy and Health Sciences**

**Mission:** The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty, and staff. Graduates are liberally educated professionals who are dedicated to serving their patients, their profession and their community. The College emphasizes excellence and leadership in professional education, service, and scholarship.

**Vision:** The College of Pharmacy and Health Sciences will continue to be recognized for its innovation, demonstrating continuous quality improvement in teaching, scholarship and service, while boldly pursuing opportunities for breakthrough achievements within those same arenas. The College will uphold its tradition of preparing individuals to meet the expectations and challenges of health care practices, providing a balance between foundational scientific, socioeconomic, and practice theories along with meaningful, exemplary practice opportunities.

Further, the College will fulfill its obligation to advance the level of health care knowledge and practice through scholarly endeavors, incorporating the efforts of all who define its learning communities and embracing the scholarly functions of discovery, innovation, application, and teaching.

#### **Cowles Library Mission**

The mission of Cowles Library is to create opportunities for learning by empowering members of the Drake community to successfully access and use information.

### **1C. NONCURRICULAR UNIT MISSION STATEMENTS**

#### **Academic Success Mission Statement**

The mission of the student academic support unit is to complement Drake's mission of providing an exceptional learning environment through co-curricular programming and services designed to enhance students' interactions with faculty, provide experiential learning opportunities on and off campus, and foster student peer-to-peer interactions with a focus on intellectual and personal development.

#### **Admission and Financial Aid Mission Statement**

The Offices of Admission and Financial Planning strive to provide an exceptional experience to prospective and current students and their families as they navigate the college selection and enrollment process. The Offices work in concert with the entire community to convey to our constituents a comprehensive view of life at Drake that encourages their matriculation by efficient processing and personalized counseling on admission and financial planning opportunities that make the university an affordable and desirable higher education option.

The 2004–2009 Drake University Athletics Department Strategic Plan, and the goals and objectives upon which the plan is focused, are guided first by the University's strategic plan and secondly by the mission for the athletics department:

#### **Business and Finance Mission Statement**

To provide stewardship of all University resources, support for the core mission, and service to students, employees, donors, and the broader Drake community in a timely and professional manner.

#### **Human Resources Mission Statement**

Human Resources is committed to contributing strategically to the mission of Drake University. We seek to embody the best practices of the Human Resources profession by providing excellent, caring and consistent services that support the ability of the University to recruit and retain a highly qualified and diverse workforce.

### Information Technology Mission, Vision and Values

The mission of the Office of Information Technology (OIT) is to provide the Drake community with the information technology leadership, services and support needed to achieve the University's goals.

OIT's vision is that of an IT environment which empowers faculty, students and staff to use technology creatively and effectively to achieve their goals. This environment will have a standards-based architecture with secure, reliable infrastructure and services, and easy access to information. OIT will be focused on anticipating and meeting the needs of the community in an efficient and effective manner, and will have the resources appropriate to its mission.

The values of OIT staff include: customer focus and service, empowerment, open communication, and a commitment to quality in all that it does.

### Intercollegiate Athletics Mission Statement

The mission of the Drake University Department of Intercollegiate Athletics is to provide a positive experience to all individuals regardless of race, religion, or gender. These experiences should enhance and support the individual's academic development and personal growth in a program dedicated to quality and excellence at the NCAA Division I level.

To prepare our student-athletes for productive careers, active and responsible citizenship and life-long learning, the Department of Intercollegiate Athletics emphasizes personal development, professional preparation and degree completion. The importance of intellectual honesty, independent thinking, personal integrity and humane sensitivity is stressed.

The athletic program seeks to comply with both the intent and the letter of NCAA rules and regulations, field teams and individuals that are competitive in their respective conferences and bring positive recognition to Drake University.

### Student Life Mission and Vision

**Mission:** To complement the University's academic curriculum by providing experiences in community service and leadership activities through Drake's clubs and organizations, thus fostering responsibility and accountability in a changing global society.

**Vision:** *To help students reach their highest potential, effecting positive change in their lives and the lives of others.*

## Mission Documents 2: Mission Explication

### Mission Statement and Explication

This document has a fourfold purpose: 1) to articulate the Mission Statement of Drake University; 2) to provide definitions of the goals that constitute the mission (note: those goals are highlighted in bold type in the Mission Statement); 3) to identify those responsibilities

that the University assumes in order to ensure that the stated goals are realized; and 4) to identify those areas of knowledge, skills, and habits of mind that we expect Drake-educated students to have developed in realization of the University's mission.

### Mission Statement

*Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The Drake experience is distinguished by collaborative learning among students, faculty, and staff, and by the integration of the liberal arts and sciences with professional preparation.*

### I. The University

Drake University is committed to supporting the development of knowledge, talents, skills and abilities to the highest level for all of our students, faculty, and staff by providing an exceptional learning environment that emphasizes collaborative learning.

A. In order to ensure and sustain an exceptional learning environment, Drake University:

1. Provides academically-challenging experiences that emphasize active learning.
2. Stresses the integration of curricular, co-curricular and residential activities in the pursuit of a holistic education.
3. Ensures that all learning activities are grounded in the core values of the institution.
4. Provides a campus environment that welcomes and supports a diverse population, as well as a diverse range of opinions and perspectives.
5. Provides a rich array of undergraduate and graduate, research, and experiential learning opportunities.
6. Recruits and supports exceptional faculty and staff to serve as teachers, collaborators, and mentors for students.
7. Maintains flexible learning and teaching facilities that can accommodate a variety of teaching methods, learners, and educational goals.
8. Provides advanced educational technology and information resources in support of learning.
9. Supports faculty research and other modes of professional development in order to enhance knowledge and expertise.
10. Supports professional development opportunities for staff.
11. Regularly conducts an intensive review of learning programs to assure excellence, currency, effectiveness, and appropriateness to both student goals and institutional mission.
12. Promotes active interchange and communication within the University community, and between the University and its external constituencies (including alumni, the community, supporters, and friends).
13. Models engaged citizenship through service to the larger community that is consistent with the educational mission

**B. Drake University emphasizes collaborative learning**, structuring curricular and co-curricular experiences in a manner that students learn how the knowledge and skills of individuals are brought together to achieve collective goals.

Drake graduates, faculty, and staff:

1. Understand that healthy relationships are built on mutual respect and support of others' personal well-being, learning and development.
2. Value the knowledge, perspectives, and input of others.
3. Understand that the truth is often best discovered through discourse and the reasoned analysis of one another's ideas.
4. Understand that important issues rarely have one, simple solution, and are able to manage the complexity of the challenges that face us.
5. Create an environment in which members of the University community enhance their analytical and creative intelligence through constructing and sharing knowledge.

## II. Drake Graduates

Drake-educated students develop self-knowledge and individual talents that contribute to **meaningful personal lives and professional accomplishments** as they **integrate liberal arts and sciences and professional preparation** to become reflective practitioners and engaged citizens:

**A. Meaningful Personal Lives.** Drake graduates thoughtfully pursue self-knowledge, placing their personal development in the context of a critical understanding of their culture and society and use that knowledge to make responsible ethical choices, and are able to pursue personal aspirations while at the same time contributing to the common good.

Drake graduates:

1. Take responsibility for their own learning.
2. Are committed to their own emotional and physical well-being.
3. Articulate a reasoned vision of their own values and plan for life-long development.
4. Understand the historical and social contexts that inform their own development.
5. Understand the relationship of their human development to the natural world around them.
6. Appreciate that there are multiple ways of knowing, from the analytical to the creative.

**B. Professional accomplishments.** Drake graduates develop the individual skills that allow them to assume leadership in their chosen fields and to provide the knowledge, expertise, and vision to achieve organizational goals. They hold themselves to high standards of integrity and accountability.

Drake graduates:

1. Demonstrate mastery of content in at least one disciplinary or interdisciplinary body of knowledge.



2. Speak and write effectively.
3. Think critically with an ability to conduct a reasoned analysis and evaluation of arguments, as well as to raise ethical questions that lead beyond factual knowledge to informed choices.
4. Apply knowledge and skills to understand new situations.
5. Synthesize and focus the ideas and efforts of a group in the solution of problems.
6. Pursue new knowledge with intellectual curiosity, rigor, honesty, and accountability.

**C. Integration of liberal arts and sciences with professional preparation.** Drake graduates are *reflective practitioners* with an understanding of the larger goals of stewardship inherent in their professional endeavors, and have a sense of obligation that extends beyond the self. They develop an ability to anticipate the consequences of actions as well as a commitment to ethical conduct.

Drake graduates:

1. Use the breadth and depth of their educational experiences to reflect on their professional activities and the consequences for the larger society.
2. Push the boundaries of current knowledge and current practice in their fields.
3. Act to maintain professional practices that are consistent with their ethical judgment and stewardship responsibilities.
4. Demonstrate the capacity to raise questions about the relationship of their profession to ethical and civic issues.

**D. Responsible global citizenship.** Drake graduates understand that their individual knowledge and skills must be connected to the contributions of all cultures to the human experience. In practicing *engaged citizenship* they understand and exercise the individual freedoms and institutional responsibilities of a democratic society, and strive to sustain and expand the common good.

Drake graduates:

1. Demonstrate an understanding of the historical and cultural foundations of a society other than their own.
2. Understand the impact that our nation and its cultures have on the larger global community.
3. Engage in strategies to promote inter-cultural communication and conflict resolution.
4. Assume responsibility for the common good of local, national, and global communities.
5. Fulfill their responsibilities as citizens in a participatory democracy.
6. Serve as active stewards of both the natural environment and the cultural heritage of society.

### **Mission Documents 3: Statement of Principles**

Drake University's purpose is to transmit knowledge, pursue truth, and encourage the intellectual and moral development of its students through the activities central to academic life: teaching, research, rigorous analysis, debate, study, and service. In the pursuit of these goals, Drake encourages and protects diverse perspectives and the free flow of ideas and discussion among its members. Such diversity and differences of opinion generate debate that produces knowledge and a greater understanding of what it means to be fully human.

Drake values the fact that it is a community consisting of men and women of different races, nationalities, religions, physical abilities, sexual orientation, ages, political perspectives, and other diverse characteristics. While acknowledging our differences we affirm the dignity and freedom of every individual. We abhor acts of oppression, be they denial of freedom of expression, discrimination in its various forms of sexism or racism, or intolerance of religion, age, sexual orientation, or political beliefs; or harassment of any member of the university community.

Drake's students, faculty, and staff share the responsibility of respect for each other and for new and opposing ideas. We seek affirmatively to cherish and celebrate difference. We intend that our purpose and commitment to community pervade our campus—our classrooms, libraries, offices, social and academic organizations, studios, recreational facilities, living units—buoyed by freedom, responsibility, and respect for all people. It is education in the most humane and liberating sense to which Drake is dedicated.

Drake University upholds freedom of thought and freedom of expression as central to its educational mission. Drake therefore carefully refrains from restricting the exchange of ideas or regulating the content of speech. We realize that freedom of thought and freedom of expression produce conflict and challenge. We encourage civil debate and discussion of divergent perspectives and opinions in a manner that affirms our community. We seek to create a community in which shared purpose transcends difference and respect for human dignity transcends conflict.

The encouragement of civility does not, however, mean that Drake seeks to avoid public debate or suppress open and candid discussion of troubling and controversial issues. Nor do we seek to discourage or chill the expression of unpopular opinions or challenging perspectives. To preserve the university's central role as a public forum of ideas, Drake upholds the right to express unpopular and provocative viewpoints, including expression that may be dramatic, emotive, or imperfectly articulated.

We affirm the principle that thoughts and opinions should be subject to the crucible of debate and be judged only in the free marketplace of ideas. Ideas will not be suppressed because they are presently viewed as unpopular or inappropriate by current authorities, nor will expression of those ideas be infringed because it may be perceived as harmful to a particular group or organization. Although the frank and open discussion of social, cultural, artistic, religious, moral, scientific, and political issues may be disturbing and even hurtful for some individuals, the principle of free exchange and inquiry takes precedence as it is so fundamental to the educational enterprise.

While cherishing and defending freedom of speech to the full extent protected by the First Amendment of the United States Constitution, Drake University declares its abhorrence of statements that demean, denigrate, humiliate, or express hatred toward members of the university community. Words do indeed have consequences. Words may be hurtful. Speech should be a thoughtful process. Speaking irresponsibly can negatively affect morale, motivation, and community. Responsibility calls us to be sensitive to the harmful effects of hostile speech and to refrain from speaking in demeaning and discriminatory ways.

Any individual who uses bigoted or vicious speech and thereby betrays the ideal of mutual respect and goodwill toward all members of the university community may expect strong and public censure by the administration, faculty, and students. Even if expression that is hostile in nature does not rise to the level of harassment which is subject to disciplinary sanction, no person is ever exempt from being reproved by the administration or being chastised by fellow students, faculty, or staff. To rebuke a speaker for the error of his or her ideas or for the odious nature of their expression is part of the robust and vigorous public debate that is the central purpose of the university. Indeed, every member of the Drake University community has a responsibility to promote civility and mutual respect for every other individual and to thoughtfully challenge those who undermine our community.

Moreover, while the university defends freedom of expression, it will not tolerate acts of harassment. When an individual engages in harmful conduct or threatens a member of or a visitor to the university community, Drake University will take such disciplinary action and respond with such sanctions as are deemed appropriate.

Adopted by the 1991 – 92 Drake University Faculty Senate.

## APPENDIX 3: DRAKE UNIT DESCRIPTIONS

### **Drake University Organization**

#### *Drake University Organization Chart*

#### **INTRO.4C: ACADEMICS**

##### *Intro.4C.1: Provost's Office*

Provost Ronald Troyer<sup>1</sup>

##### *Provost Office Website*

##### *Academic Division Organization Chart*

##### *Student Affairs and Academic Excellence Organization Chart*

The Drake University Division of Academics encompasses the Provost's Office, six colleges and schools, Cowles Library, Student Life, the Office of Information Technology, and numerous academic programs and support services coordinated by the Provost's Office. The Provost serves as chief academic officer of the University, providing leadership to the Deans and faculty for the quality and vitality of instruction, research, and scholarship in all undergraduate and graduate programs. The Provost assists the President in coordinating the ongoing administrative operations of the University and serves as the chief executive officer in the absence of the President. The Provost provides institutional leadership for academic policymaking and implementation; academic personnel selection and evaluation, including the awarding of promotion, tenure, and special professorships; and academic planning and budgeting. The Provost maintains effective communication with the Faculty Senate and the Student Senate and presents academic needs and priorities to the governing board, external publics, and constituents.

Supporting the Provost are the Vice Provost for Student Affairs and Academic Success; Associate Provost, with responsibilities for institutional research, the Self-Study and general support for the Provost Office responsibilities; Associate Provost for Curriculum, Faculty Development and Assessment; the Assistant to the Provost; and Administrative Assistant to the Provost. The Provost, Vice Provost and Associate Provosts have administrative responsibility for student academic support services including *academic achievement (tutorial assistance)*, entering first-year advisers, *disability services*, *professional and career development services*, student peer-to-peer co-curricular programming, *student records and academic information*, the *International Center*, *Center for Global Citizenship* and *other international programs*, *Office of Sponsored Programs*, *internal grants programs*, *Institutional Research*; University-wide faculty development programs, *First-Year Seminar Program*, the *Drake Curriculum general education program* and the *Honors Program*.

<sup>1</sup> Provost Barbara Gitenstein left Drake to become President of the *College of New Jersey* in January 1999. Stephen Hoag, Dean of Pharmacy, served as Interim Provost. Ronald Troyer, Dean of Arts and Sciences, became Provost in June of 2000.

*Intro.4C.2: College of Arts and Sciences*

**Interim Dean Joseph Lenz<sup>2</sup>**

[College of Arts and Sciences Organization Chart](#)

[Arts and Sciences Website](#)

The College of Arts and Sciences is comprised of the School of Fine Arts and divisions of Natural Sciences and Mathematics and Humanities and Social Sciences. The 13 departments and five interdisciplinary programs support 45 majors and numerous minors and concentrations. With 1,300 students and 127 full-time faculty members, it is the largest undergraduate college at Drake.

The College offers no graduate degrees but does provide graduate courses that support programs in other units. In addition to courses offered on campus, the college provides summer-session online courses. Arts and Sciences faculty provide 85% of the courses for *Drake Curriculum* general education program, teach two-thirds of all First-Year Seminars and a majority of the courses for the *Drake Honors Program*.

The College of Arts and Sciences is committed to interdisciplinary studies. In the last decade the College has initiated several interdisciplinary majors including Environmental Science and Policy; Biochemistry, Cell and Molecular Biology; the Study of Culture and Society; and Law, Politics and Society; and Neuroscience. Arts and Sciences also has developed the *Drake University Language Acquisition Program*, the innovative pilot program in second language competency. These programs complement long-standing interdisciplinary concentrations in Women's Studies and Latin American Studies. The team-taught, interdisciplinary Science and Math for Civic Education courses have been recognized as national models by the National Science Foundation.

Arts and Sciences faculty have provided leadership for interdisciplinary centers such as the Center for Digital Technology, the Center for Global Citizenship and the Drake Undergraduate Science Collaborative Institute. The College's Humanities Center, with endowment funds, supports humanities related pedagogical and research projects for faculty in any college.

The College is committed to broad collaboration to achieve *integration of liberal and professional studies*. Arts and Sciences courses support major programs in all schools and colleges except Law. The College collaborates closely with other units on programs such as the Health Sciences major (with Pharmacy), disciplinary concentration areas for School of Education majors, and the Human Resources concentration with Business and Public Administration and Education.

The College emphasizes effective teaching and prides itself on the interaction between faculty and students. This interaction includes advising and supervising undergraduate research, service learning, internships, and independent studies. Teaching, scholarship and creative activity are integrated for most Arts and Sciences faculty. Through independent studies, research grants and other programs, faculty members provide undergraduate students

<sup>2</sup> Deans: Ronald Troyer 1994–95 to 1999–2000 (became Provost); Susan Wright 2000–03 to 2002–03 (became Associate Provost); John Burney 2003–04 to 2006–07 (became Associate Provost); Joseph Lenz 2007–08.

with meaningful research experience. The *Drake Undergraduate Science Collaborative Institute* grew out of this commitment. DUSCI provides seminars for students and faculty, “Life After Drake” presentations by alumni who are working scientists, and the annual spring *Drake University Conference on Undergraduate Research in the Sciences*. In summer 2006 DUSCI inaugurated a summer research program.

*Intro.4C.3: School of Management and Communication*

Dean Charles Edwards

[\*School of Management and Communication Organization Chart\*](#)

The *School of Management and Communication* is a joint venture between the *College of Business and Public Administration* and *School of Journalism and Mass Communication*. The venture was undertaken in 2004 to facilitate collaborative programming and to provide a common administrative structure for units headed by the one dean. As it reaches its three-year mark, the venture is being assessed to determine how to best meet the goals of both units.

*Intro.4C.3a: College of Business and Public Administration*

Dean Charles Edwards<sup>3</sup>

[\*Business and Public Administration Website\*](#)

The *College of Business and Public Administration*, accredited by the *Association to Advance Collegiate Schools of Business* (AACSB), with the *School of Accounting* offers undergraduate and graduate programs and supports several outreach centers. The more than 40 full-time faculty and several adjuncts provide major programming for more than 900 undergraduates and over 500 graduate students. In 2002 the College of Business and Public Administration (CBPA) adopted a new mission: “To educate effective business and professional leaders by bringing the world into the classroom and taking the classroom into the world.” This mission has provided focus for College efforts at the undergraduate, graduate and professional levels.

Undergraduate majors are offered in *Accounting, Actuarial Science, Economics, Finance, General Business, International Business, Management, Marketing, Information Systems* and *Entrepreneurial Management*. The College provides concentrations in Insurance and in Law and Business and courses for the cross-college *Human Resources Concentration*.

Undergraduates may enter the college as first-year students. This provides access to advising and mentoring by business faculty and to an array of professional development opportunities. Starting in their first year, students enroll in professional development seminars orient them to college requirements and business practice and introduce topics

<sup>3</sup> Dean Antone (Joe) Alber moved to Canisius College in 2002 and Professor Patrick Heaston served as Interim Dean in 2002–03. Charles Edwards became Dean in fall 2003.

such as leadership and ethics. Starting their sophomore year, a high proportion of business students enroll in internships. Recognizing the international focus of today's business environment, students are encouraged to participate in a study abroad experience as part of their undergraduate studies.

The Center for Graduate & Professional Studies provides graduate and professional programming. The College awards Master's degrees in Business Administration, Public Administration, Accounting and Financial Management and provides courses for the Master of Communication Leadership joint program with the School of Journalism and Mass Communications. Joint degree programs with the School of Law (MBA/JD and MPA/JD) and the College of Pharmacy and Health Sciences (MBA/PharmD and MPA/PharmD) are also available. The College's graduate level programs are targeted to full-time working professionals, further connecting the college to its mission of melding the classroom and the “real world.”

The Center for Graduate & Professional Studies also houses several Centers that create key connections with the professional community of the Des Moines metro area. The Center for Professional Studies develops and delivers learning programs for business, nonprofit and public sector organizations. The John Pappajohn Entrepreneurial Center promotes business formation and entrepreneurial activity in Iowa. *The EMC/Kelley Insurance Center* is involved in continuing education programs for the insurance industry.

#### *Intro.4C.3b: School of Journalism and Mass Communication*

**Dean Charles Edwards<sup>4</sup>**

**Director Kathleen Richardson**

[\*School of Journalism and Mass Communication Website\*](#)

The School of Journalism and Mass Communication (SJMC) was first accredited by the Accrediting Council on Education in Journalism and Mass Communications in 1972, a status it has maintained. The School offers undergraduate sequences in news-Internet journalism, broadcast news, radio-TV production, magazine, advertising and public relations. The School also offers a Master's in Communication Leadership in conjunction with the College of Business and Public Administration. In fall 2006, 544 undergraduate students listed journalism as either their first or second major.

Journalism education at Drake emphasizes a strong relationship with practicing professionals, hands-on learning and applied research. The University's location in a media center and state capital offers students access to internship opportunities at magazine and newspaper publishers, broadcasting outlets, advertising and public relations agencies, and government offices.

Each of the School's sequences provides a capstone experience. Advertising and

<sup>4</sup>Janet Keefer, dean at the time of the last review, resigned in 2001. Professor John Lytle served as Interim Dean during 2001–02. Charles Edwards became Dean in 2002–03. In 2003, the School entered into a partnership with the College of Business and Public Administration under the umbrella of the School of Management and Communication, with Edwards as dean of both units. In 2005, the position of Director of the School of Journalism was created to handle day-to-day administration of the School. Professor Patricia Prijatel was director from 2005 until her retirement in spring 2007; Associate Professor Kathleen Richardson is now director.

public relations seniors produce comprehensive campaigns for industry or community clients. The capstone experience for electronic media sequences is *DrakeLINE*, a weekly news magazine that is available over a local cable access channel and online. Seniors in the magazine sequence create 515 magazine, covering local arts, entertainment and culture. The news-Internet and magazine seniors collaborate on *THiNK*, a news magazine that focuses on social and political issues of importance to young people.

SJMC facilities in Meredith Hall include video and audio production studios and five computer labs equipped with a full range of Web and print production software and high-speed Internet connection. In fall 2006, Drake launched a low-frequency FM radio station and in fall 2007, the School unveiled an Interactive Media Lab, which includes state-of-the-art electronic equipment that allows professors to incorporate multimedia projects into classes across the curriculum.

Campus media allow even first-year students to become involved in journalism extracurricular activities. The twice-weekly campus newspaper, *The Times-Delphic*, is an independent, student-funded publication, as is *Drake Magazine*. Drake Broadcasting System offers opportunities for students to produce original programming for the cable access channel; its annual coverage of the Drake Relays is the largest student-run production in the nation. KDRA Bulldog Radio, the low-power FM station, provides more opportunities for student-run programming.

The School houses the E.T. Meredith Center for Magazine Studies, encouraging the study of current and historical issues through the Center's Resource Room and through campus visitors and speakers. The School also houses the Iowa Freedom of Information Council, a nonprofit consortium of journalists, educators, lawyers and others concerned about open government and First Amendment rights.

#### *Intro.4C.4: School of Education*

Dean Janet McMahon<sup>5</sup>

[School of Education Organization Chart](#)

[School of Education Website](#)

The School of Education is under the direction of the Dean who ultimately is responsible for all programs and policies. The Dean relies upon a leadership from the Associate Dean who also serves as the Certification Officer, Directors of Head Start and Extension Education and Department Chairpersons.

The school, with 20 full-time and many adjunct faculty, offers a range of degree programs at the undergraduate and graduate levels to over 1,000 students. The School's undergraduate elementary and secondary education programs provide strong professional education with a solid foundation in the arts and sciences. Forty-two endorsement specialty areas provide knowledge and perspective for disciplines taught in schools. Students master a variety of

<sup>5</sup> Jamie Ferrare, Dean at the time of the last review, left July 2000 to join *Academic Search*. Former Dean Jim Romig served as Interim Dean from August 2000 through June 2002. Salina Shrofel was served as Dean July 1, 2002, thru May 2004. Jan McMahon served as Interim Dean June 1, 2004, and was named Dean January 1, 2005.



classroom methods and assessment practices in courses that can lead to teacher certification in any state. Drake students apply their learning through classroom experiences in each of their four years of pre-service education. Undergraduates document their achievement of state and national standards by creating and disseminating electronic portfolios.

Graduate degrees include masters, specialist and doctoral work in Effective Teaching, Special Education, Educational Leadership, Adult Learning and Organizational Performance, Counseling, and Vocational Rehabilitation. All classes are offered on evenings or weekends during the academic year and summer term. Extended campus locations offer the same courses as are offered on campus.

The Continuing Education Department (Extension Education), in response to recertification/license renewal requirements, offers a variety of workshops, seminars and non-degree courses in live and electronic formats for teachers, counselors and school administrators. With University support, the School has developed an online learning initiative for teachers seeking endorsements in the area of Gifted and Talented Education or Middle School Endorsement.

School of Education grants support a number of programs. The Urban Education program is a five-part, multi-million dollar federally funded partnership between Drake University, the Des Moines Public Schools and Des Moines Area Community College. The program provided scholarships, advisement and educational support to more than 40 individuals from underrepresented populations.

Des Moines area Head Start and Early Head Start programs are administrated by the School of Education. The School also has forged a partnership with the Middleton Center for Children's Rights at the Drake University Legal Clinic for research and field experiences in the juvenile justice system. The National Rehabilitation Institute, a 30-year-old program funded through federal grants makes scholarships and stipends available to students interested in pursuing degrees in Rehabilitation Administration and Rehabilitation Counseling.

All certification degrees and endorsements awarded by the School of Education are accredited by the Iowa Department of Education and the Iowa Board of Educational Examiners. In the last five years, every major program within the SOE has been reviewed, revised or refined with greater attention to program articulation, outcomes and assessment practices.

#### *Intro.4C.5: Law School*

**Dean David Walker<sup>6</sup>**

[Law School Organization Chart](#)

[Law School Website](#)

The Drake University Law School qualifies graduates for the Juris Doctor degree. The School, accredited since 1923 by the American Bar Association, is a Charter Member of the Association of American Law Schools, and has one of only 85 chapters of The Order of the Coif, the nation's scholastic honorary society for law. The Drake *Law Review* ranks in the

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<sup>6</sup>Peter Goplerud, dean at the time of the last review, left in fall 2003 and was replaced by former dean David Walker.

top 30 among more than 550 student-edited law journals and 31st (tied with Duke) among more than 1,300 legal journals and periodicals in the frequency of citations by U.S. Courts in their published opinions over a seven-year period.

The Law School mission is to produce outstanding lawyers who will promote justice, provide leadership to the profession and their communities, and respond to the call of public service. It seeks to provide students with exceptional preparation for the practice of law and full and effective participation in the legal profession. In addition to knowledge of substantive law and ethical sensitivity and commitment to values of the profession, educational goals for students include critical thinking and problem-solving abilities, communication and other professional that will be required in practice.

In pursuit of this mission the Law School emphasizes experiential education in all three years of its curriculum, integrates ethics and professionalism early and pervasively, and endeavors to prepare students for public service. “Pillars of character” developed by the Josephson Institute for Ethics have been incorporated into an extended orientation program. The required first-year Legal Research and Writing course systematically incorporates ethical and professional considerations. Annually, the entire first-year class devotes a full week to the First Year Trial Practicum. They observe a trial held on campus, and in small sections led by faculty, practicing lawyers and judges, discuss all aspects of the trial and the roles and relations between and among the judge, parties, witnesses, jury and lawyers. The commitment to ethics and experiential education continues in the second and third years with a variety of upper level courses grounded in the context of advanced substantive law and focused on developing professional skills.

Drake's Legal Clinic and the school's clinical programs help define Drake Law School and assist it in fulfilling its mission. In the third year particularly, students have opportunities for actual practice under faculty supervision in one of the Law School's five clinical programs. In these clinic courses students work with real clients, investigate facts, deal with witnesses and evidence, face opposing attorneys, draft documents and appear in court. Federal and state courts, the Iowa Legislature, state agencies, and the Governor's Office offer abundant opportunities for internships.

The Law School houses the *Constitutional Law Center*, *Agricultural Law Center*, *Center for Legislative Practice*, *Intellectual Property Law Center*, and the *Middleton Children's Rights Center*, and a new Health Law and Policy program [See Criterion 5]. The *Centers* enhance the curriculum, provide depth in the selected areas, offer internship experiences; sponsor distinguished speakers and prominent scholars, plan and hold symposia, produce scholarship, connect the Law School internationally and engage the community.

*Intro.4C.6: College of Pharmacy and Health Sciences*

**Dean Raylene Rospond<sup>7</sup>**

[\*College of Pharmacy and Health Sciences Organization Chart\*](#)

[\*Pharmacy and Health Sciences Website\*](#)

Drake University's commitment to pharmacy and health sciences began when it affiliated with the Iowa College of Pharmacy in 1887. The current College of Pharmacy and Health Sciences, accredited by The Accreditation Council on Pharmacy Education, originated in 1939 when Des Moines College of Pharmacy (previously Highland Park College) merged with Drake University. This 70-year-old commitment to students and the profession is kept alive in the students, faculty and staff of the College today.

The College's 40 full-time and several part-time faculty members offer a two-year pre-pharmacy program, the four-year professional Pharmacy Doctorate, and the new cross-college undergraduate major Health Sciences. In both its professional and undergraduate programs, the College provides a unique educational environment that combines outstanding liberal arts education with exemplary professional experience and training. It is committed to providing an outstanding curriculum that is enhanced by extracurricular programs. These are focused on developing entrepreneurial leaders with professional commitment to embrace change and advocate for their respective professions.

The College's strategic commitment to communication, entrepreneurship, leadership and cultural competency ensures that graduates are prepared to enter the global workforce and to lead and advocate change to preserve and expand the role of the health professionals and health sciences in today's world. Graduates from the Doctor of Pharmacy program enter community-based retail practice, clinic and specialty practices, and hospitals and long-term care practices. Approximately 25% of Drake's Pharmacy Doctorate graduates continue to post-graduate education and training opportunities such as law school, medical school, graduate school and residency and fellowship training.

To meet needs of students interested in research rather than clinical practice, in 2000 the College initiated a Bachelor of Science in Pharmaceutical Sciences degree. In 2007, this commitment to health sciences education was expanded to offer a Bachelor of Science in Health Science degree. Students in this program select one of three tracks: clinical and applied sciences, health services management, or research. These innovative interdisciplinary programs have evolved from the College's commitment to providing graduates with educational preparation that is best positioned to meet the developing needs of our national and global health care system.

The faculty of the College is committed to active and experiential learning that develops knowledge, skills and attitudes in problem solving and decision making; management; policy formulation and professional governance; communicating and educating; and lifelong learning and professionalism. Direct instruction, combined with peer and individual learning activities, provide a rich instructional environment enhanced by direct and easy access to faculty outside of the classroom.

<sup>7</sup>Dean Stephen Hoag left in March 2002. Associate Dean James Reynolds served as Interim Dean until July 2002 when he left to become Provost at another school. Associate Dean Raylene Rospond served first as interim dean and was appointed Dean in February 2004.

*Intro.4C.7: Cowles Library – Description*

Dean Rodney Henshaw<sup>8</sup>

[Cowles Library Organization Chart](#)

[Cowles Library Website](#)

The mission of Cowles Library is to create opportunities for learning by empowering members of the Drake community to successfully access and use information. The library faculty and staff maintain a Strategic Plan that includes: mission, vision, organizational attributes, and Strategic Goals. Over the past decade, the library has undertaken a significant change in its program and structure, reflecting shifting service needs and advances in technology.

The library organizational structure is presently comprised of four units: technology and teaching, information commons and reference, collection development and management, and administrative support. A senior faculty or staff member leads each unit. Library faculty and staff adhere to the highest professional standards and are committed to a rigorous process for program assessment and staff development.

The primary emphasis of the library collection (print and electronic) is acquiring and accessing materials that support the Drake curriculum. The *Collection Development Policy* serves to guide overall acquisition direction. The Library Liaison structure provides for input and selection of materials by teaching faculty, and serves as a conduit for information and dialog on overall library collection needs and budget allocations. This structure has been adapted to include development, selection and assessment of the growing array and presence of electronic resources. At present, library patrons have access to 100 databases, nearly 20,000 electronic journal titles, and 30,000 full-text “electronic books.” These materials may be accessed either on-campus or from any Internet-connected computer anywhere in the world.

The library's instructional efforts and support of effective teaching extend to the classroom and the Drake Curriculum. Cowles faculty teach Information Literacy courses and First-Year Seminars, as well as providing support for course development and information literacy support for faculty across the University.

The Cowles [Drake Digital Repository \(“eScholarShare”\)](#) provides access to an array of Drake student and faculty research and publications. As such, the library is a leader in the *Open Access Initiative* (OAI), a worldwide movement to “open up” access to scholarly research. Other digital initiatives include the [Drake Heritage Collection](#), which is free and open to all researchers. The *Heritage Collection* is dedicated to preserving the history of Drake University, as well as its surrounding community, through digitization and other projects.

The last major addition to the library facility occurred in 1967. Subsequent renovations and enhancements of existing space have included two classrooms, an Information Commons, a quiet study area, and a Drake Heritage Room. A long-term building feasibility study is currently in progress.

<sup>8</sup> Rodney Henshaw has been Dean of Cowles Library since 1996.

*Intro.4C.8: Office of Information Technology*

**Chief Information Officer Paul Morris**

[Office of Information Technology Organization Chart](#)

[Office of Information Technology Website](#)

The Office of Information Technology is comprised of departments of Instructional Technology, Campus Information Systems and Computer and Network Systems. Managers of the departments report to the Chief Information Officer (a position created in 2001) who is assisted by a Business Manager. The CIO reports to the Provost and is a member of the Deans Council.

The Department of Instructional Technology works with faculty on technology-assisted course and lesson design, working mainly with the Blackboard learning management system. Support is also provided for faculty and students that use OIT's Multimedia Development Studio.

Campus Information Systems (CIS) supports the university's enterprise systems, including DUSIS (an integrated set of administrative applications) and the BlueView portal. CIS has a Help Desk that people can call or visit for desktop problems (used particularly by students). The Help Desk is also the distribution point for software provided by the University, either free or at a substantial discount.

The Department of Computer and Network Systems (CNS) operates the University's networking and telephone services. It manages the Dial Data Center, and provides system-level support for all applications hosted there. OIT provides desktop support for staff across campus and works collaboratively with technical support staff in the colleges and schools who provide desktop support to faculty, staff and support unit departmental applications and systems.

*Intro.4C.9: Student Life*

**Dean Sentwali Bakari<sup>9</sup>**

[Student Life Organization Chart](#)

[Dean of Students Website](#)

At Drake University, Student Life is located within the academic division. This relationship is reflected in and carried out through our mission:

*To complement the University's academic curriculum by providing integrated learning experience that fosters personal growth, integrity, responsibility and accountability in a changing global society. Our vision is to help students reach their highest potential.*

Student Life services at Drake University includes residence life, counseling, health services, fraternity and sorority life, student leadership, new student orientation, community outreach,

<sup>9</sup> Jerry Price was Dean of Students until summer 2002. Vice Provost Wanda Everage served as Interim Dean until Dr. Sentwali Bakari became Dean in September 2003.

student activities and student conduct. The division also sponsors annual events designed to keep students and their parents connected to the University and expose them to integrated learning opportunities. These opportunities include New Student Orientation, Greek Week, Welcome Weekend, Family Weekend, Homecoming, and Drake Relays. The Student Life Strategic Plan seeks the following:

- To contribute to the University's holistic learning environment
- To enhance communication and availability of information related to student life
- To promote lifelong healthy living and life style choices
- To foster a campus community that respects human differences and promotes civic responsibility and social justice
- Provide opportunities for student involvement and leadership

Student Life plays an important role in advancing integrated learning at Drake. Drake staff works collaboratively to offer students ongoing learning opportunities such as the residential learning communities Resident Assistant programming, which brings the academic experience into the residence halls throughout the school year. Student Life is committed to promoting total engagement that fosters a balanced educational experience that prepares students for success beyond graduation. These ongoing programs include wellness and health education, peer mentoring, leadership development, upper-class experience, career development portfolios and senior capstone experiences through senior reflection.

The Student Life staff works in a world of evolving technology, increased cost and accountability, and growing diversity in campus populations. Student Life at Drake seeks to respond to these new trends and challenges by delivering educational programs and services that are contemporary and consequential. To meet the needs and expectations of students and ensure that we are assisting them to reach their highest potential, Student Life monitors the campus environment and engages in critical self-evaluation and assessment.

#### INTRO.4D: ADMISSION AND STUDENT FINANCIAL PLANNING

Vice President Thomas Delahunt<sup>10</sup>

[\*Admission and Student Financial Planning Organization Chart\*](#)

[\*Admission Website\*](#) — [\*Student Financial Planning Website\*](#)

The Offices of Admission and Student Financial Planning, under direction of the Vice President for Admission and Financial Aid, provide support for prospective and continuing students at all levels of study. At the time of the last accreditation visit in 1998, the *Office of Admission* and *Office of Student Financial Aid Services* were separate units each under the direction of a Dean who reported to the President. In fall 2004, the division was promoted to Vice Presidential level, and afterward Thomas Delahunt became Vice President in summer 2005 when the unit was renamed *Admission and Student Financial Planning*.

<sup>10</sup> At the time of the last review Tom Willoughby was Director of Admission, and soon thereafter Dean of Admission, then Admission.

Under the direction of the Director of Student Financial Planning and the Director of Admission, the staffs in both offices devise and communicate financial strategies, policies and procedures that reflect Drake's educational mission and values so that prospective students most likely to thrive in the environment will matriculate. Staff members work with students, parents and other relatives, counselors, advisers, alumni and peers. Using demographic and economic information, program interest trends and other factors that will help identify student interests and needs, they create a plan for each admitted student that will make it financially feasible to attend Drake.

To reach out to students and inform them about Drake University and the college search process, the Offices of Admission and Student Financial Planning employ many approaches. Admission staff members travel throughout Iowa and its contiguous states, plus Colorado, Texas, Oklahoma, Arizona and Washington in addition to foreign countries to represent Drake at college fairs, high schools and community colleges. These visits are designed to encourage students and their families to visit the Drake campus. On campus, the financial planning staff spends countless hours with students and their families, educating them regarding the financial aid process.

The Admission and Student Financial Planning offices have accomplished some major tasks in recent years: migrating to the new Banner database, managing the overwhelming task of administering over \$50 million of financial aid and changing the admission standards for the pre-pharmacy program. Finally, they have initiated a paperless admission application process for the 2008 academic year.

#### INTRO.4E: ALUMNI AND DEVELOPMENT

Vice President John Smith<sup>11</sup>

[\*Alumni and Development Organization Chart\*](#)

[\*Alumni and Development Website\*](#)

Today, Drake's Office of Alumni and Development (previously the Office of Institutional Advancement) can best be described as strategically dedicated to developing relationships with alumni, benefactors, friends, community leaders, parents, faculty, staff and students. The primary purpose of this office is to enthusiastically represent Drake and find meaningful ways for alumni and friends to engage and support their University.

Drake's Alumni and Development Office is responsible for alumni relations, fundraising, community relations, prospect research, database management and special programs. The Division is guided by the Vice President, with support from the Associate Vice President for Advancement and several directors, including Directors of Alumni and Parent Programs, Community Relations, a Director of Advancement and Director of Development. Staff members across these areas collaborate to ensure strong and meaningful relationships with key constituents and represent Drake University with integrity, enthusiasm and responsibility.

<sup>11</sup> Jack Ohle, Vice President of Institutional Advancement in 1998 left that spring to become President of Wartburg College. After a year of with interim leadership, Angela Voos assumed the position in July 2000 then resigned in November 2001. Interim leadership with assistance from a consultant guided the division until September 2003 when John Willey became Vice President. He resigned in August 2006 and in December 2006 John Smith was promoted from Director of Development to Vice President for Alumni and Development.

One of the most important factors in defining Drake's future will be the ability of the Board of Trustees, President, Deans and the Office of Alumni and Development to engage with and inspire alumni, the Des Moines corporate community, and friends to support the University. Philosophically, Alumni and Development takes responsibility for enhancing Drake's reputation, building meaningful relationships with alumni and friends, and securing resources to ensure a future of excellence. Three critical areas that reflect the tangible outcomes of alumni and community engagement include Drake's Alumni Association, The Drake Fund and major gift work. Created in 1913, the *Drake National Alumni Association* is a non-dues paying organization that counts every Drake graduate among its 60,000 members. The *Office of Alumni and Parent Programs* works with the Alumni Association to serve all Drake Alumni and encourage their involvement in class reunions, Homecoming, Drake Relays, other alumni programs and events, student recruitment, career networking, fundraising and more. The *Drake Fund* supports the University with unrestricted funds and is the most flexible tool the University has to meet its budgeted needs. In fiscal year 2006–07, the University reached a record Drake Fund amount exceeding \$2.9 million.

The Office of Alumni and Development also is responsible for securing major gifts and deferred gifts from alumni, corporations and friends. Through major gift and planned giving efforts, based on establishing trust, identifying passions, and encouraging philanthropy, the staff seeks to provide prospects with projects and opportunities that inspire them to support Drake's needs for the future.

#### INTRO.4F: BUSINESS AND FINANCE

Vice President Victoria Payseur<sup>12</sup>

[Business and Finance Organization Chart](#)

[Business and Finance Website](#)

The Business and Finance Division of Drake University is a collection of key support services, representing approximately 20 essential operating functions with 230 employees and approximately 70 outsourced employees. The *mission of the Business and Finance Division* is to provide stewardship of all University resources support the exceptional learning and living environment envisioned in the Drake University mission statement that it ensure extraordinary service to students, employees, donors and the broader Drake community. The *vision of the Business and Finance Division* is that each of its units will be “best in class,” operating with the highest standards of integrity, transparency and professionalism.

The Business and Finance Division oversees a University budget of \$107 million, an endowment portfolio in excess of \$150 million, and physical plant with 50 buildings (covering 1.8 million square feet) and over 140 acres. The scope and variety of activities in this Division include: Accounting, Controller's Office, Student Accounts, Student Loan Collection, University Budget Office, Financial Analysis, Financial Reporting, Endowment,

<sup>12</sup> Victoria Payseur has been Vice President of Business and Finance since before the last accreditation review.



Investments, Cash Management, Grants Accounting, Banking, Payroll, Internal and External Audit, Facilities Services, Service Employees Union, Procurement, Real Estate Operations, Bookstore, Security, Parking, Human Resources, Student Employment, Mail & Copier Services, Dining Services and other food operations, Environmental Health and Safety, Debt Management, Construction/Architectural Management, Contract Management, Risk Management and Insurance.

Strategically, the Division of Business and Finance focuses its energies and activities on achieving five principal and ongoing goals:

- To enhance the long-term financial health of Drake University
- To ensure that resource allocation is aligned with the University's strategic priorities
- To provide a competitive and safe environment
- To facilitate and monitor a competitive salary and benefit package for all faculty and staff
- To mitigate institutional risk and preserve University assets.

The Vice President for Business and Finance and Treasurer is the chief financial and chief business officer of the University and reports directly to the President. The Vice President acts as the staff liaison for the following standing committees of the University's Board of Trustees: Business, Finance and Investment Committee; Audit Committee; and Buildings and Grounds Committee. The Vice President serves as a member of the President's Cabinet and is directly involved in strategic decisions affecting the future of the University.

During the past ten years, the Business and Finance Division has continuously examined its operations for cost savings, process efficiencies and “best practices.” Among its major accomplishments in recent years, it has:

- Developed a 20-year Campus Facilities Master Plan.
- Created multiyear (g.a.a.p.) operating and capital budgets tied to the University's strategic plan and priorities.
- Renovated all student residence halls (the last two will be completed by the fall of 2008).
- Invested over \$50 million in facilities since 2001.
- Increased operating results steadily each and every year for the past 10 years.
- Funded an \$11 million investment in heating/cooling infrastructure from energy savings.
- Developed a University-wide performance evaluation system, which links individual employee goals directly to the University strategic plan and provides merit pay for performance.
- Created a transparent environment for financial operations, including annual campus-wide budget presentations and web access to audited financial statements.

# INTRO.4G: INTERCOLLEGIATE ATHLETICS AND RECREATIONAL SERVICES

Athletic Director Sandra Hatfield Clubb<sup>13</sup>

[Intercollegiate Athletics and Recreational Services Organization Chart](#)

[Intercollegiate Athletics and Recreational Services Website](#)

The Department of Intercollegiate Athletics and Recreational Services serves over 350 student-athletes and a majority of Drake students, faculty and staff through the recreational and wellness opportunities. Drake offers eighteen intercollegiate sports. Men and women's teams are fielded in basketball, cross country, golf, soccer, tennis, and indoor and outdoor track and field. In addition, men's sports include football; women's sports include rowing, softball and volleyball. The University annually provides over \$3 million in athletic scholarship support for all sports except football and women's rowing. Approximately 61% of eligible student-athletes receive athletic scholarship assistance.

Athletic facilities include the Drake Stadium, Drake Fieldhouse, Knapp Center, Tennis Center, Bell Center and outdoor playing fields. Drake Stadium, which during 2005–06 underwent extensive reconstruction, annually hosts the Drake Relays, one of the nation's premier track and field events. The Drake Relays in 2007 marked its 42nd consecutive sell out crowd. Drake will host the 2008 NCAA Track and Field Championships in June 2008. Last year, 11 of the 13 athletic programs achieved a grade point average above a 3.00 with a department-wide grade point average of 3.15, reflecting Drake University's emphasis on student-athletes. In all, 67% of all student-athletes achieved a 3.00 or better for the fall and spring semesters during 2006–07.

One of the department's main goals is to ensure a superior athletic experience that maintains integrity, equal opportunity and fulfillment while encouraging superior academic performance. Therefore, the Department champions involvement in other cocurricular activities on campus for all student-athletes, believing that an experience that integrates the athletic career into the University as a whole will help develop a well-balanced Drake graduate.

Drake Recreational Services strives to enrich the quality of campus life by promoting and offering opportunities for physical, mental and social interaction and growth in healthy surroundings. The award-winning Drake Wellness program assists students, faculty and staff in establishing lifestyle patterns to enhance well-being throughout their lives. Intramural programs offer students the opportunity to develop leadership, cooperation, communication, planning, self-reliance and a sense of fair play while having a good time. Students, faculty and staff may participate in as many activities as they wish, on teams or as individuals.

<sup>13</sup> Lynn King, Director of Athletics in 1998 left in March 2000 to become Director at the University of the Pacific. He was succeeded by Dave Blank who served from August 2000 to spring 2006. Sandy Hatfield Clubb became Director of Athletics in Summer 2006.

#### INTRO.4H: MARKETING AND COMMUNICATIONS

Director Brooke Benschoter

[Marketing and Communications Organization Chart](#)

[Marketing and Communications Website](#)

The Drake University *Office of Marketing and Communications*, was until 2006 a part of Office of Institutional Advancement and now is independent unit with a Director who reports to the President. Marketing and Communications employs a wide range of tactics and strategies to accomplish its singular goal of increasing the understanding, support and commitment of constituents vital to the continued success of the University.

Through management, strategic and creative research, and tracking services, the Office reaches targeted audiences with efforts tailored specifically to the needs of its campus constituents. Through collaboration with campus clients the office provides marketing and communications to both external and internal audiences.

Among the eclectic mix of services provided by the office are marketing, media and public relations, press releases, news conferences and briefings. The office is responsible for official communications including the Drake website and the Drake *blueView* portal, *OnCampus*, *eBlue* and the award-winning University magazine *Drake Blue*. They also produce Alumni publications, including all books and brochures used by the Office of Admission and Office of Alumni and Development. The office provides support for speechwriting and creates and places paid advertising. The Office's research functions include tracking media hits. It also creates and distributes surveys and develops focus groups.

The office directly supports Drake's learning goals by providing departmental internships that allow students to develop skills in marketing, journalism, graphic design, public relations and event planning. The Office of Marketing and Communications continually seeks new and better ways to communicate Drake's Mission to its constituents and to help its clients overcome challenges and share their vision with targeted audiences.

## APPENDIX 4: SELF STUDY COMMITTEE MEMBERS

### Drake University

### 2008 Self-Study for the Higher Learning Commission

#### Self-Study Committee Members

#### Steering Committee

Ronald Troyer, Provost — Chair (2004 – 08)

Sentwali Bakari, Student Life (2004 – 08)

Klaus Bartschat, Arts and Sciences (2005 – 08)

Jean Berger, Athletics (2004 – 08)

John Burney, Arts and Sciences (2004 – 08)

Tom Delahunt, Admission and Financial Aid (2005 – 08)

Rod Henshaw, Cowles Library (2004 – 05)

Lon Larson, Pharmacy and Health Sciences (2004 – 06)

David Maxwell, President (2004 – 08)

Paul Morris, Office of Information Technology (2004 – 08)

Victoria Payseur, Business and Finance (2004 – 08)

Jim Romig, Education (2006 – 08)

Lou Ann Simpson, Business and Public Administration (2004 – 06)

Susan Wright, Provost's Office, Self-Study Director (2004 – 08)

Lisa Lacher, Marketing and Communications, Ex-Officio (2006 – 08)

#### Criterion 1: Mission and Integrity Committee

David Maxwell, President - Chair (2004 – 05) — Co-Chair (2005 – 08)

Raylene Rospond, Pharmacy and Health Sciences (2004 – 08) — Co-Chair (2005 – 08)

Ron Troyer, Provost — Vice Chair (2004 – 05)

Wanda Everage, Provost's Office (2004 – 08)

Danette Kenne, Business and Public Administration (2006 – 08)

Lisa Lacher, Marketing and Communications (2004 – 08)

Venessa Macro, Human Resources (2004 – 08)

Karen Pomeroy, School of Management and Communication (2004 – 06)

Linda Ryan, President's Office (2004 – 08)

John Smith, Advancement/Alumni and Development (2004 – 08)

#### Faculty Senate Presidents and Presidents Elect (ex-officio)

Klaus Bartschat — Faculty Senate President, Ex-officio (2004 – 05)

Matt Esposito — Faculty Senate President Elect/President, Ex-officio (2004 – 06)

Rick Morrow — Faculty Senate President Elect/President, Ex-officio (2005 – 07)

Lou Ann Simpson — Faculty Senate President Elect/President, Ex-officio (2006 – 08)

**Student Senate Presidents (ex-officio)**

Drew Gulley, Student Senate President — Ex-officio (2004 – 05)

Brian Klopak, Student Senate President — Ex-officio (2005 – 06)

Lauren Smith, Student Senate President — Ex-officio (2006 – 07)

**Board of Trustees Presidents (ex-officio)**

David Miles, Chair of the Board of Trustees (2004 – 06)

James Hubbell, Chair of the Board of Trustees (2006 – 08)

**Criterion 2: Preparing for the Future Committee**

Rod Henshaw, Cowles Library — Chair (2004 – 05)

Ronald Troyer, Provost — Co-chair (2005 – 08)

Vicky Payseur, Business and Finance (2004 – 08) — Co-chair (2005 – 08)

Sally Beisser, School of Education- (2004 – 08) — Vice Chair (2004 – 05)

Joe Lenz, Arts and Sciences (2004 – 08) — Vice Chair (2005 – 08)

Kristi Bowman, School of Law (2005 – 06)

Maria Clapham, Arts and Sciences (2004 – 05)

Chris Ditter, Financial Aid (2004 – 05)

Gary Johnson, Human Resources (2004 – 08)

Susan Ladd, Student Financial Planning (2006 – 08)

Paul Morris, Office of Information Technology (2005 – 08)

Nita Pandit, Pharmacy and Health Sciences (2004 – 08)

Steve Perkins, Student School of Education (2005 – 08)

Anthony Perrozzi, Student, Finance (2004 – 05)

Shirley Poertner, Community (2004 – 05)

Darcie Vandegrift, Arts and Sciences (2006 – 08)

David Walker, Law School (2004 – 08)

Sue Wright, Provost's Office, (2005 – 08)

Amy Zsenai, Student — Business and Public Administration (2006 – 07)

**Criterion 3: Student Learning and Effective Teaching Committee**

John Burney, Arts and Sciences — Chair (2004 – 08)

Bob Soltis, Pharmacy and Health Sciences — Vice Chair (2004 – 06)

Mark Vitha, Arts and Sciences (2004 – 05, 2006 – 08) — Vice Chair (2006 – 08)

Sentwali Bakari, Student Life (2004 – 08)

Nancy Berns, Arts and Sciences (2004 – 05)

Colin Cairns, Arts and Sciences (2005 – 07)

Kristin Crabtree-Groff, School of Education (2004 – 08)

Collin Davison, Student Business and Public Administration (2006 – 07)

Lisa Gardner, Business and Public Administration (2006 – 08) — Chair (2004 – 06)

Jim Romig, Education — Chair (2006 – 08)  
Stuart Klugman, Business and Public Administration — Vice Chair (2004 – 06)  
Rod Henshaw, Cowles Library — Vice Chair (2006 – 08)  
Lore Dore, Law School (2004 – 05)  
Bill Dougherty, Arts and Sciences (2006 – 08)  
Sara Graham, Student, Masters of Public Administration (2004 – 05)  
Jessica Lang, Student, Mathematics (2004 – 07)  
Russ Lovell, Law (2006 – 08)  
Maura Lyons, Arts and Sciences (2004 – 05)  
Ericca Pollack, Student Life (2006 – 08)  
Kathleen Richardson, Journalism and Mass Communications (2006 – 08)  
Laura Schwarz, Human Resources (2006 – 08)  
Chrystal Stanley, Professional and Career Development (2006 – 08)  
Ron Torry, Pharmacy (2006 – 08)  
Jayne Smith, Office of Sponsored Programs (2004 – 2008)  
Tom Tronick, Student Life (2004 – 05)

#### **Criterion 5: Engagement and Service Committee**

Lou Ann Simpson, Business and Public Administration — Chair (2004 – 06)  
Tom Delahunt, Admission and Financial Aid 2005 – 08) — Chair (2006 – 08)  
Brooke Benschoter, Marketing and Communications — Vice Chair (2004 – 08)  
Don Adams, Advancement (2004 – 08)  
Sonia Bansal, Student Arts and Sciences (2005 – 07)  
Jean Berger, Athletics (2004 – 08)  
Susan Breakenridge, Cowles Library (2006 – 08)  
Jacqui DiGiacinto, Alumni and Development (2006 – 08)  
Bill Dougherty, Arts and Sciences (2004 – 08)  
Charlie Edwards, Business and Public Administration (2004 – 08)  
Carolyn Hill, Student Life/Athletics (2006 – 08)  
Leo Hough, Advancement (2004 – 05)  
June Johnson, Pharmacy and Health Sciences (2004 – 07)  
Leslie Mamoorian, Admissions (2004 – 08)  
Ronda Menke, Journalism and Mass Communication (2005 – 08)  
Dolph Pulliam, Advancement (2004 – 08)  
Jolene Schmidt, Facilities (2004 – 08)  
Christine Schneider, Drake University School of Music (2006 – 08)  
Patty Verlengia, School of Education (2004 – 08)  
Jan Wise, Student Life (2004 – 05)  
Martha Willits, Greater Des Moines Partnership (2004 – 06)  
David Wright, Journalism and Mass Communication (2006 – 08)  
Dean Wright, Professor Emeritus of Sociology (2004 – 08)

